DOCUMENT RESUME

ED 110 586 UD 015 416

AUTHOR Bobson, Sarah, Comp.
TITLE The Education of Puerto Ricans on the Mainland: An Annotated Bibliography.
INSTITUTION Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jul 75
CONTRACT 400-75-0008
NOTE 90p.; ERIC-CUE Urban Disadvantaged Series, Number 42, July 1975
AVAILABLE FROM Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($2.50, paper)

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; Bilingual Education; Compensatory Education; *Educationally Disadvantaged; English (Second Language); *Ethnic Groups; Latin American Culture; Migrants; *Puerto Rican Culture; *Puerto Ricans; Race Relations; Social Characteristics

ABSTRACT

Responding to the special educational needs presented by an increasing number of Puerto Ricans residing in the U.S. mainland, this ERIC Clearinghouse on Urban Education annotated bibliography covers a span of 442 documents directed to educators concerned with meeting the critical pedagogical needs of children and youth from this ethnic minority. Seven sections, whose assigned titles adequately convey their individual contents, comprise the body of the bibliography. The sections are as follows: General Information, Historical Perspective/Background Information on Puerto Rico, Inservice Education/Inservice Workshops, Puerto Ricans and the Schools, Sociological Analysis, Spanish Language Texts, and Bibliographies. The sections on (I) Puerto Ricans and the Schools, and (II) Sociological Analysis are further divided into subsections; the former delimits the topic into General Information, Bilingualism/Bilingual Education Programs/TESL, Reading Instructions, Compensatory Education, Ethnic Studies, Curriculum Guides/Resource Units, and Counseling and Personnel Services, while the latter subdivides its area into General Information, Socioeconomic Status, Census Reports, Racism/Race Relations, Rural Populations Migrants, and Politics/Political Activism. (AM)

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Teachers College, Columbia University
New York, N.Y. 10027

The ERIC CLEARINGHOUSE ON URBAN EDUCATION is part of the INSTITUTE FOR URBAN AND MINORITY EDUCATION (IUME), an agency for human resource development and school organization improvement in the nation's cities. Founded in 1973, the Institute is jointly sponsored by the Educational Testing Service, Princeton, New Jersey, and Teachers College, Columbia University, New York, New York.

ED110586

ERIC/CUE URBAN DISADVANTAGED SERIES

Number 42, July 1975

The Education of Puerto Ricans on the Mainland

An Annotated Bibliography

Sarah Bobson

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Institute for Urban and Minority Education, Teachers College, Columbia University
New York, New York 10027

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UD015416

This bibliography is one in the ERIC/CUE Urban Disadvantaged Series produced by the ERIC Clearinghouse on Urban Education under contract 400-75-0008 between the National Institute of Education (DHEW) and Teachers College, Columbia University. It has been placed in the ERIC collection and will be available from the ERIC Document Reproduction Service (see page 81 for ordering information). Its ED identification number will be listed in Resources in Education (RIE) or can be obtained by contacting ERIC/CUE.

Copies are also available from the Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027, for $2.50 each.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional matters. Prior to publication, the manuscript was submitted to the Center for Policy Research, Inc., New York, for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinion of either the Center for Policy Research or the National Institute of Education.

TABLE OF CONTENTS

		Page
INTRODUCTION		iv
THE BIBLIOGRAPHY		1
I.	General Information	1
II.	Historical Perspective/Background Information on Puerto Rico	5
III.	Inservice Education/Inservice Workshops	6
IV.	Puerto Ricans and the Schools	
	A. General Information	7
	B. Bilingualism/Bilingual Education/Bilingual Education Programs/TESL	22
	C. Reading Instruction	32
	D. Compensatory Education	33
	E. Ethnic Studies	34
	F. Curriculum Guides/Resource Units	35
	G. Counseling and Personnel Services	41
V.	Sociological Analysis	
	A. General Information	42
	B. Socioeconomic Status	56
	C. Census Reports	61
	D. Racism/Race Relations	65
	E. Rural Populations/Migrants	67
	F. Politics/Political Activism	68
VI.	Spanish Language Texts	69
VII.	Bibliographies	71
INDEX		76
DOCUMENT AVAILABILITY		81

INTRODUCTION

During the last several years, there has been a growing awareness in the United States of the importance of recognizing minority and ethnic groups, their problems of assimilation, and the unique contributions they have made to North American culture. Concomitant with, or perhaps preceding, this awareness has been a re-examination of the "melting pot theory" of cultural assimilation. It was once claimed that newly-arrived ethnic groups were dumped into the big "melting pot", if you will, to produce a smooth porridge where all cultural identities were melted down to form a continually renewed American identity. It is now thought that this so-call "melt" does not take place; Anglo American identity is maintained, the cultural identities of the various ethnic groups are maintained more or less, and the result is one of a "mulligan stew". The melting pot theory, which superceded the theory of Anglo-conformity, has since been overtaken by the theory of cultural pluralism.

In accordance with this re-examination of assimilation and cultural pluralism, Puerto Ricans are one of the ethnic groups to receive an increasing amount of attention in the last few years. In New York City, particularly, where there are over one million Puerto Ricans currently residing (larger than the population of San Juan), they represent a significant proportion of the population. Inner-city public schools are composed almost entirely of ethnic group and minority children, and in many sections, almost entirely of blacks and Puerto Ricans. Thus, any discussion of inner-city education in New York City must also be a discussion of the educational needs of specific ethnic groups.

The ERIC Clearinghouse on Urban Education, which specializes in acquiring, disseminating and monitoring all literature pertaining to urban education in the United States, periodically publishes documents related to current urban educational needs. In this respect, this bibliography was prepared in the hope that it will provide assistance to educators in dealing with their immediate educational needs in relation to Puerto Rican children and youth.

* * * * * * * * * *

The purpose of this bibliography is to present literature related to the education of Puerto Ricans in the United States. Only information contained within the ERIC collection and the local collection of materials housed at the ERIC Clearinghouse on Urban Education at Teachers College has been used. There are other bibliographies which include information found outside these sources, such as Puerto Ricans in the United States. A Review of the Literature, by Diane Herrera. Reference to this bibliography as well as others may be found in Section VII, Bibliographies.

Since it is felt that many areas influence the educational experience, the scope of this bibliography will include information from other disciplines, such as history and sociology.

Those interested in continuing to follow the literature on the education of Puerto Ricans should scan issues of Resources in Education (RIE) and Current Index to Journals in Education (CIJE) using the appropriate ERIC thesaurus descriptors. To use these publications : (1) Look up the descriptor in the Subject Index of the monthly, semi-annual, or annual issues of RIE. (2) Beneath the descriptors you will find title(s) of documents. Decide which titles you wish to pursue. (3) Note the "ED" number below the title. (4) Look up the "ED" number in the appropriate issue of RIE in the first section, entitled "Document Resumes". With the number, you will find a summary of the document, availability of the document and price. (5) Repeat the above procedure, if desired, for other issues of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE or consult page 81 of this bibliography. (7) Indexes and annotations of journal articles can be found in CIJE by following the same procedure. Periodical articles indexed in CIJE cannot be secured through ERIC but can be read in many local public libraries, specialized libraries, and college or university libraries. Descriptors to use in continuing to search in RIE and CIJE for materials on the education of Puerto Ricans are :

Puerto Ricans
Puerto Rican Culture

This bibliography is divided into seven sections: (1) General information; (2) Historical Perspective/Background Information on Puerto Rico; (3) Inservice Education/Inservice Workshops; (4) Puerto Ricans and the Schools; (5) Sociological Analysis; (6) Spanish Language Texts; and (7) Bibliographies.

Section I. General Information includes, essentially, information which is either too general to be placed in any of the other categories, or is tangential to institutionalized education. There might be information, for example, on manpower programs, community development projects, state annual evaluation reports, annual conference proceedings, and so forth.

Section II. Historical Perspective/Background Information on Puerto Rico contains historical data from 1493 to the present of Puerto Ricans on the island as well as the mainland, and includes information on Puerto Rican culture. Migration studies, per se, are not included, except where information on migration is included together with other aspects of island life. In some cases, this information is presented as curriculum guides.

Section III. Inservice Education/Inservice Workshops includes information on inservice training of school administrators, teachers and community leaders.

Section IV. Puerto Ricans and the Schools is divided into seven sub-sections dealing with bilingual education and TESL, reading instruction, compensatory education, ethnic studies, curriculum guides and resources, and counseling and personnel services. The sub-section on curriculum guides cuts across the other sections dealing with particular subject areas to include actual curriculum guides in all of those subject areas, recommendations for planning a curriculum, or actual curriculum materials

themselves (as in the case of The Me Nobody Knows : Children's Voices From the Ghetto), while other sub-sections deal with the particular subject areas in a more discoursive manner and may include, for example, a discussion of pupil/teacher relationship, teachers' attitudes, and so forth. These sub-sections also include information on intervention programs. Since the literature on the educational process is so large, it was felt that a division of this section had to be made, to facilitate easier usage. This division was considered a logical one inasmuch as teachers tend to be more concerned with curriculum guides while researchers and sometimes school administrators tend to be more concerned with more theoretical literature. If a document dealt with both, then an arbitrary decision was made as to which sub-section to include it in. Usually, the document was placed in the subject area it seemed to deal with primarily. The "General Information" sub-section contains documents dealing with aspects of the educational process other than those contained within the other sub-sections, which are not large enough to constitute separate sections. Included here might be information on teaching spelling, general articles on urban education with reference to Puerto Ricans together with other minority groups, the program literature, senate and congressional hearings dealing with education for Puerto Rican children, community school or parent-school relationship, student self concept, etc.

Section V. Sociological Analysis is divided into six sub-sections: general information, information on socioeconomic status, racism and race relations, rural populations and migrants, politics and political activism, and census reports. Here again, the "General Information" sub-section contains information which is too general to be placed in any of the other categories, while the other sub-sections deal specifically with their intended subject areas. Many documents found in the sub-section Racism/Race Relations deal with racism as it affects blacks and Puerto Ricans, as well as with school desegregation/integration.

Section VI. Spanish Language Texts contains documents, only in Spanish, which might be curriculum guides, or polemical discussions on a variety of topics related to the education of Puerto Ricans.

Section VII. Bibliographies provides additional reference resources for users of this bibliography.

Following Section VII is an Index containing the names of authors as well as institutions. The number or numbers following the name refer to the number of the citation of each document (which have been numbered consecutively throughout) and not to the page number.

The availability and cost of the ERIC documents cited here are explained in the "Document Availability" statement on page 81. Journal articles are not available through the ERIC system, but may be read in many college, university, and public libraries.

SECTION I: GENERAL INFORMATION

1. Aspira, Inc. Annual Report, 1968-69. 1969. 36p.

2. Aun, Emil Michael. Forum for Action, Manpower, 4 (1): 23-28, September 1972.

   Puerto Rican business and professional people contribute time and skills to organizing a variety of business, manpower, education, training, and community programs to help Puerto Rican and other Spanish-speaking disadvantaged groups, beginning with job-related language training.

3. Dohen, Dorothy. A New Juvenile Court Role in an Ethnically Controlled Community Agency, Social Work, 16 (2): 25-29, April 1971.

   The new role for the nonprofessional Puerto Rican court workers, who represented Puerto Rican youths at court, comprised four major activities: (1) case finding, (2) cross cultural interpretation, (3) representing the Puerto Rican social environment, and (4) acting as a bridgeman between the Puerto Rican community and New York City agencies.

4. Fishman, Joshua A.; Casiano, Heriberto. Puerto Ricans in Our Press, Modern Language Journal, 53 (3): 157-162, March 1969.

   Anglo Americans, Bilingualism, Foreign Language Periodicals, Intergroup Relations, Newspapers, Press Opinion, Puerto Ricans, Spanish.

5. Ghent, Henri. Contemporary Puerto Rican Artists, School Arts, 69 (2): 26-27, October 1969.

   Artists, Illustrations, Painting, Puerto Ricans, Sculpture.

6. Lewis de Galanes, Adriana. The Translator as a Socially Committed Educator, A.T.A Chronicle, 2 (7): 8-10, September 1973.

   Condensed version of a paper presented at the Delaware Valley Translators Association, November 29, 1972.

7. Lopez, William. New York: The South Bronx Project, Libraries and the Spanish-Speaking, Wilson Library Bulletin, 44 (7): 757-760, March 1970.

   The New York Public Library's South Bronx Project, a federally funded demonstration program, is designed to reach out into this urban poverty area of Spanish-speaking people and break through local barriers.

8. Lopez-Ferrer, Edgardo, and others. Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Center. New York, N.Y., City University, Hunter College Bilingual Education Applied Research Unit, 1971. 62p. ED 078 705.

Presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant language of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers.

9. Lopez-Santiago, Andres; Shore, Marietta Saravia. Content Analysis Schedule for Bilingual Education Program: The Bilingual School, P.S. 25. New York, N.Y., City University, Hunter College Bilingual Education Applied Research Unit, 1971. 41p. ED 074 862.

   Presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction.

10. Lorber, Fred. A Demonstration Prevocational Program. In: Employment and Educational Services in the Mobilization for Youth Experience. The New Social Work Series. Edited by Harold H. Weissman, Chapter 5, pp. 72-29. New York, N.Y., Association Press, 1969 (c).

    This paper describes a prevocational training program (Division of Employment Opportunities) for recent Puerto Rican immigrant youth, based on the premise that these youngsters are a relatively homogeneous group in regard to employment problems. The program, coordinated by a Puerto Rican, involved teaching English, group counseling, promotion of warm social relationships leading to work training leading to job placement. Author reports success (no statistics).

11. McCabe, A. R., et al. The Pursuit of Promise. A Study of the Intellectually Superior Child in a Socially Deprived Area. New York, Community Service Society of New York, 1967. 312p.

    A report of an intensive two-year demonstration project conducted in East Harlem to examine the characteristics of intellectually superior disadvantaged children and their families, and to test the effectiveness of a demonstration service program employing group methods in encouraging the academic and social functioning of these children.

12. McFeely, Thomas F., and others. "Operation Assimilation Thru Cultural Understanding": ESEA Title III Progress Reports No. 1 and No. 2. New Jersey, Hoboken Public Schools, 1967. 83p.

    This information was collected from a team visit to Puerto Rico and Dade County, Florida, the purpose of which was to develop and organize with the Puerto Rican Department of Instruction a program of cultural understanding for Hoboken staff members. In addition, necessary observations of sites, schools, ongoing programs and other educational agencies were made in order to learn of the materials and techniques which were being effectively used in schools in Puerto Rico and Dade County.

13. Mallett, Roy D. Evaluation of the Effects of the "Puerto Rican Institute for School-Community Interaction" Program. Technical Unit. New York, N.Y., Center for Urban Education, 1970. 52p.

This report describes a training program in community leadership instigated by the Puerto Rican Forum, Inc. (Puerto Rican Institute for School/Community Interaction). Communities involved were in the Williamsburg area, Lower East Side, South Bronx, and East Harlem.

14. Manpower Administration, Department of Labor, Washington, D.C., Bureau of Apprenticeship and Training. Directory for Reaching Minority Groups. 1970. 258p. (Document available from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402)

This directory lists, alphabetically by state and city, the names, addresses, and telephone numbers of the organizations and people who are able to reach minority groups to tell them about affirmative action programs for job training and job opportunities. At the end of many of the state entries are listed organizations which have statewide or regionwide contacts with special groups, such as Indians and Spanish-speaking persons.

15. Marcos, Luis R. On the Assessment of Psychopathology in the Puerto Rican Patient. 1973. 8p. (Paper presented at the meeting of the American Orthopsychiatric Association, 50th, New York, N.Y., June 1, 1973.) ED 087 951.

This paper indicates the necessity for clinicians, especially Anglo-American clinicians, who provide services to individuals from the Puerto Rican population, to be conscious of their possible prejudice toward them; they should also be aware of the negative attitude which frequently occurs on the part of the patient.

16. Mellado, Ramon. State Annual Evaluation Report, Title I, ESEA, Fiscal Year 1968. Hato Rey, Puerto Rico State Department of Education, 1968. 44p. ED 036 602.

This report on the Elementary and Secondary Education Act Title I programs in Puerto Rico concentrates on improvements of substandard conditions and of educational achievements, on recreational and cultural enrichment, and on teacher training.

17. New York City Council Against Poverty, New York. New York City 1965 War on Poverty. A Report to the Citizens of New York. 1965. 67p.

Talks about some of the following programs: Community Action Program, Mobilization for Youth, HARYOU-ACT, Youth in Action, Four Neighborhood Anti-Poverty Organizations, Neighborhood Youth Corps, Job Corps, JOIN, among others.

18. New York University, New York, N.Y. Proceedings of Annual Conference on Education for New Yorkers of Puerto Rican Background, 2nd, New York, January 13, 1962, Journal of Educational Sociology, 35 (9): 385-433, May 1962.

Papers dealt with New York University's involvement in education on the Island; with the designated theme of the conference -- Puerto Rico's potential contribution to social progress and intercultural ties throughout the Americas.

19. Puerto Rican Community Development Project, Inc., New York City. Brief History of the Puerto Rican Community Development Project. New York, N.Y., 1966. 5p.

A statement of the intent and organization of the Puerto Rican Community Development Project, Inc., designed by Manuel Diaz. The project contracts existing local groups, committing them to carry out self-help activities with project funds.

20. Puerto Rican Forum, Inc., New York, N.Y. The Puerto Rican Community Development Project: A Proposal for a Self-Help Project to Develop the Community by Strengthening the Family, Opening Opportunities for Youth and Making Full Use of Education. 1964. 145p. ED 021 890.

For this project, the following areas were researched: a comprehensive social profile of the community, the community's social structure, socioeconomic status, leadership and values, existing Puerto Rican organizations.

21. Roman, Melvin; Jacobson, Sally. Training of Mental Health Aides: Progress Report. New York, N.Y., Lincoln Hospital Mental Health Services, Albert Einstein College of Medicine, 1965. 21p.

Early in its planning history the Lincoln Hospital Mental Health Services made provision for the utilization of non-professional mental health personnel. This was in keeping with the two primary general objectives of the program -- to develop a comprehensive community mental health service and to establish a national facility for the training of mental health personnel.

22. Summary of the Puerto Rican Community Development Project. New York, N.Y., 1966. 33p.

Describes the following aspects of the Puerto Rican Community Development Project: block organization structure and supportive services, which focus on (1) job and economic opportunity, (2) consumer program, (3) education and child guidance, (4) children's court services, (5) family rehabilitation program, (6) foster care program, (7) housing program, (8) legal services, and (9) mobile theater.

23. Tannenbaum, Abraham J. Mobilization for Youth in New York City. n.p., 1973. 16p.

A description of the Mobilization for Youth Program, which centers around a discussion of five areas of services: (1) curriculum planning and development, (2) teacher education, (3) early educational intervention, (4) correction and remediation, (5) pupil personnel services.

24. Zirkel, Perry A.; de Castejon, Sandra. 'La Escuelita' -- Bilingual School, School Management, 18 (8): 16-17, 19, 27, October 1974.

In Hartford, Connecticut, the Ann Street Bilingual Community School provides specialized services to over 300 Spanish-speaking students from preschoolers to parents. Describes the school and its programs.

SECTION II. HISTORICAL PERSPECTIVE/BACKGROUND INFORMATION ON PUERTO RICO

25. Aran, Kenneth, and others. Puerto Rican History and Culture. A Study Guide and Curriculum Outline. New York, United Federation of Teachers, 260 Park Avenue South, New York, N.Y., 1973. 151p.

These materials are designed primarily for junior and senior high schools. They can be taught independently, combined to form mini-courses, or integrated into conventional American history or American studies courses.

26. Bourne, Dorothy Dulles; Bourne, James R. Thirty Years of Change in Puerto Rico. A Case Study of Ten Selected Rural Areas. Praeger Special Studies in International Economics and Development. New York, Frederick A. Praeger, Publishers, 1966. 411p.

In 1932, a study was made in the areas served by ten Second Unit Schools of the Department of Education of the Insular Government of Puerto Rico and published by the Puerto Rican Department of Education. A comparison between the findings of that study and the present situation in these ten communities forms the basis for the present study.

27. Cordasco, Francesco, Comp. The Puerto Ricans, 1493-1973: A Chronology and Fact Book. Ethnic Chronology Series, No. 11. New York, Oceana Publications, Inc., Dobbs Ferry, N.Y. 10522, 1973. 137p.

Included here are materials from the important and generally unavailable Report of the United States/Puerto Rico Commission on the Status of Puerto Rico. Sections deal with the history of Puerto Rico, migrations to the mainland, the Puerto Rican community in New York City, and education on the mainland.

28. Cordasco, Francesco; Bucchioni, Eugene. The Puerto Rican Experience: A Sociological Sourcebook. New Jersey, Littlefield, Adams & Co., 81 Adams St., Totowa, N.J. 07512, 1973. 386p.

This anthology of Puerto Rican life both on the mainland and in Puerto Rico covers the following areas: island background, the migration, life on the mainland, and education on the mainland.

29. New York State Education Department, Albany. Annotations on Selected Aspects of the Culture of Puerto Rico and Its People. 1969. 85p. ED 059 933.

Intended for teachers who are currently working with Puerto Rican children, this manuscript provides an orientation to the cultural and historical background of Puerto Rico. The primary purpose of this survey is to depict significant contributions that occurred in Puerto Rico.

30. Fellows, Donald Keith. Puerto Ricans. In: A Mosaic of America's Ethnic Minorities, pp. 169-195. New York, N.Y., John Wiley & Sons, Inc., 1972.

A brief historical/sociological description of Puerto Ricans from colonial times to the present. Takes into account geography, political changes, religion, family patterns on the island; reasons, patterns of migration (to New York City), acculturation, religion on the mainland and recent occupational diversification. There is question as to whether Puerto Ricans will follow a culturally pluralistic pattern or adopt American ways.

SECTION III: INSERVICE EDUCATION/INSERVICE WORKSHOPS

31. Anderson, Vivienne. Summer '72 Youth Film/Media Workshop. Final Report. Albany, New York State Education Department, Division of Humanities and Arts, 1973. 10p. ED 081 237.

An evaluation of the videotapes produced by the film/media workshop, held in the South Bronx area of New York City in the summer of 1972. The workshop sought to broaden the communication skills and improve the self concepts and aspirations of educationally and emotionally deprived black and Puerto Rican youngsters.

32. Aspira, Inc., New York, N.Y. "Hemos Trabajdo Bien;" A Report on the First National Conference of Puerto Ricans, Mexican-Americans, and Educators on "The Special Educational Needs of Urban Puerto Rican Youth" (New York City, May 14-15, 1968). 1968. 78p. ED 023 780.

These proceedings consist primarily of brief summaries of conference workshops on: (1) teacher attitudes, (2) student attitudes, (3) curriculum and textbooks, (4) parent attitudes and community involvement, (5) the role of special efforts and programs, (6) preparation for post-secondary education, (7) positive self identity and group life, (8) public politics and community power in education.

33. Board of Education, New York City. Report of Workshops of the Fourth Annual Conference on Puerto Rican Education. It's Time for New Decisions on Policies, Programs, Practices for Educating New York Pupils of Puerto Rican Origin. 1963. 50p.

This conference, the participants desiring to revise mainland practices in light of island changes, addressed itself to eight areas for discussion and recommendation: guidance, community relations, language, school administration, family life, teacher training, the arts, vocational education. Underlying most discussions were the issues of language and adjustment vs. cultural identity.

34. Cordasco, Francesco; Bucchioni, Eugene. An Institute for Preparing Teachers of Puerto Rican Students, School and Society, 100 (2342): 308-309, Summer 1972.

Authors propose a Staff Development Institute for Elementary and Secondary School teachers of Puerto Rican students, which will be concerned with the development of knowledge of Puerto Rican culture and specific professional skills.

35. Longres, John. Perspectives from the Puerto Rican Faculty Training Project. New York, N.Y., Council on Social Work Education, 1973. 68p. (Document available from Council on Social Work Education, 345 East 46 St., New York, N.Y. 10017.)

A group of 25 Puerto Rican social work professionals met under the guidance of leading social work faculty with the objective of preparing themselves for full participation as social work faculty.

SECTION IV: PUERTO RICANS AND THE SCHOOLS

A. General Information

36. Abramson, David; Guggenheim, Fred. Spelling for Pupils with Different Abilities and Backgrounds. n.p., 1964. 14p. (Proposal submitted to the Commissioner of Education for State Aid, by the New York City School District.)

The purpose of this proposal is to compare current word usage and erros in spelling of pupils with different abilities and cultural backgrounds.

37. American Institutes for Research in the Behavioral Sciences, Palo Alto, California. The Micro-Social Preschool Learning System, Vineland, New Jersey: Childhood Education. Model Programs. 1970. 32p. (Booklet prepared for the White House Conference on Children, Washington, D.C., December 1970. Hard copy available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.) ED 045 254.

The booklet describes the Micro-Social Preschool Learning System. Of the population of 50,000, approximately 20% is Puerto Rican, 10% Appalachian white, 7% black. Includes a discussion of the language and behavioral objectives of the program.

38. Anastasi, Anne; DeJesus, Cruz. Language Development and Nonverbal IQ of Puerto Rican Preschool Children in New York City, Journal of Abnormal and Social Psychology, 45 (3): 357-366, 1953.

In this psychological study, measures of language development and Goodenough Draw-a-Man IQ's were obtained on 25 Puerto Rican boys and 25 girls attending day nurserseries in New York City's Spanish Harlem; children were 4-5 years old.

39. Arnez, Nancy L. Partners in Urban Education: Teaching the Inner-City Child. 1973. 58p. (Document available from Silver Burdett Division, General Learning Corp., 250 James St., Morristown, N.J. 07960.)

This handbook is organized into six sections dealing with: (1) a description of the inner city child, (2) curriculum implementation and classroom interrelations, (3) extra-classroom concerns, such as working with the community, homework assignments, etc., (4) working with parents, paraprofessionals and community residents, (5) using and choosing resources for the classroom, and (6) a bibliography of books, films, etc.

40. Backner, Burton L.; Beckenstein, Lewis. A Survey of Disadvantaged Students' Attitudes Towards a Special College Program, Journal of Human Resources, 5 (1): 117-127, Winter 1970.

A survey of educationally disadvantaged black and Puerto Rican college students enrolled in a special baccalaureate program. At first, students accepted the program with no reservations, but over time they became more reflective and critical and depended on the special program less.

41. Betances, Samuel. Puerto Ricans and Mexican Americans in Higher Education, Rican, 1 (4): 27-36, May 1974.

Report focuses on the problems which Mexican Americans, Puerto Ricans, and to a lesser degree, Cubans face in relating to higher education.

42. Board of Education, New York City. The Open Enrollment Program in the New York City Public Schools: Progress Report, September 1960-September 1963. New York, N.Y., 1963. 46p.

This report summarizes the steps taken in organizing the program in September 1960 and in its development through September 1963. Includes the recommendations of the Commissioner on Integration, which dealt with educational standards and curriculum, guidance, educational stimulation and placement, physical plant and maintenance, teachers' assignments and personnel, zoning and community relations and information. Sample application forms, questionnaires, letters and statistical data are included in the Appendix.

43. Board of Education, New York City. The Puerto Rican Study, 1953-1957: A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York. New York, N.Y., 1958. 274p., 46ref.

This study was organized to formulate a program of research and development for the education and adjustment of New York City Puerto Ricans.

44. Board of Education, New York City. Who Are the Puerto Rican Pupils in the New York City Public Schools? New York, N.Y., 1956. 103p.

Investigates the following sociological and educational concerns: (1) the family, (2) educational background, (3) ability to understand spoken English and to read English, (4) ability to do basic arithmetical computations, (5) performance on non-verbal intelligence tests.

45. Bondarin, Arley. "Assimilation Thru Cultural Understanding," Hoboken, New Jersey. A Report. New York, Center for Urban Education, Program Reference Service, New York, N.Y., 1969. 64p. ED 034 804.

This Elementary and Secondary Education Act Title III project aimed at assimilating foreign born and Puerto Rican children in the Hoboken, New Jersey school system. Eight programs are described.

46. Carton, Aaron S., and others. Education of the Underprivileged. A Three-Part Section: Poverty Programs, Civil Rights, and the American School . . ., School and Society, pp108-110, 115-119, February 18, 1967.

Included here is an article by Frank Cordasco, "Puerto Rican Pupils and American Education," which discusses briefly the specific educational problems of Puerto Rican children in mainland schools.

47. Castellanos, Diego. The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. Trenton, New Jersey State Department of Education, Division of Research, Planning and Evaluation, 1972. 19p. ED 074 831.

This report, the first of a series of papers on educational issues and problems, discusses the special problems of the Hispanic population in New Jersey schools. It describes the joint efforts of the Department of Education, the Commissioner of Education, community groups, and schools to find ways to resolve the problems facing the Spanish-speaking.

48. Cohen, S. Alan. Study of Perceptual Dysfunction in Socially Disadvantaged First Graders. Mobilization for Youth, New York, N.Y., 1965. 38p.

This program for black, Puerto Rican and Chinese disadvantaged children showing perceptual dysfunction discusses an outline of activities, progress of the pilot group, and methodological problems. Outline for the resultant teacher manual is presented, including exercises and control.

49. Congress of the U.S., Senate Select Committee on Equal Educational Opportunity, Washington, D.C. Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-First Congress, Second Session on Equal Educational Opportunity. Parts 3E, 4, 5, 6, 7, and 8. 1971. 1789p. (Hearings held September 24, 1970 to November 25, 1970, Washington, D.C. Document available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

Part 8 focuses on the problems of "equal educational opportunity for Puerto Rican children." The public education system of Puerto Rico is contrasted with the urban

schools serving mainland Puerto Rican students. For related documents, see ED 045 795.

50. Cordasco, Francesco. The Challenge of the Non-English-Speaking Child in American Schools. In: Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives, Chapter 17, pp 119-125. New York, N.Y., John Wiley & Sons, 1972.

The author proposes that poverty is the common denominator under which cultural differences, language handicaps, social disaffection are subsumed. At present, Spanish-speaking children are the among the most neglected and in need of the most immediate attention -- by means of reinforcing all aspects of their cultural strengths.

51. Cordasco, Frank M. The Puerto Rican Child in the American School. 1966. 2p. (Reprinted from American Sociological Association, Abstracts of Papers, 61st Annual Meeting, August 29-September 1, 1966, Miami, p23-24.)

Relegation to ghetto poverty life is the source of the Puerto Rican immigrant child's dilemma. Solution lies in allowing the child to retain his Puerto Rican identity in the process of acculturation -- a more important and a more difficult task than helping the child acquire English. Recommendation of community-oriented schools.

52. Cordasco, Frank M. The Puerto Rican Child in the American School. Kansas Journal of Sociology, 2: 59-65, Spring 1966. 24ref.

The Puerto Rican child's school problems are a function of deprivation and the ghetto milieu. An unanswered, crucial question in the study is how to absorb Puerto Ricans into the wider community while maintaining their cultural identity.

53. Cordasco, Frank M. Puerto Rican Pupils and American Education, School and Society, 95: 116-119, February 1967.

Based on a paper presented at the 61st Annual Convention, American Sociological Association, Miami, August 30, 1966.

54. Cordasco, Francesco, and others. The Mainland Experience: Education. In: Puerto Ricans on the United States Mainland: A Bibliography of Reports, Texts, Critical Studies and Related Materials, Chapter V, pp85-106. Totowa, N.J., Rowman & Littlefield, 1972.

Published as well as unpublished materials are presented here.

55. Cordasco, Francesco; Bucchioni, Eugene. Education Programs for Puerto Rican Students. New Jersey Public Schools. New Jersey, Jersey City Board of Education, 1971. 47p. ED 085 456.

This report has a descriptive and evaluative delineation of those programs which have been (or are being) developed for Puerto Rican students in the public schools of Jersey

City. The data of the report have been gathered in those schools with large Puerto Rican constituencies and have been cast in the perspectives afforded by discussions with administrators, teachers and students.

56 Cordasco, Francesco; Bucchioni, Eugene, Eds. Puerto Rican Children in Mainland Schools: A Source Book for Teachers. New Jersey, Scarecrow Press, Inc., Metuchen, N.J., 1968. 465p

This text of collected readings focuses on sociocultural aspects. Part I deals with Puerto Rican culture; Part II, with the family; Part III, experience on the mainland (conflict and acculturation); and Part IV, Puerto Rican children in North American schools. Appendixes include Puerto Rican statistics and an extensive bibliography.

57. Cordasco, Francesco; Bucchioni, Eugene. The Puerto Rican Community of Newark (N.J.): An Educational Program for Its Children (Summer 1970). N.J., Newark City Board of Education, 1970. 60p.

The educational program for Puerto Rican children which this construct describes came about as a result of a school-administration awareness and the mounting frustrations experienced by the Puerto Rican community.

58. Cordasco, Frank M. The Puerto Rican Child in the American School. Congressional Record, 111: 2625-2626, October 19, 1965.

Discusses the following topics: 1) the migration, 2) Puerto Ricans and mainland schools, 3) how effectively to teach English as a second language, 4) how to promote a more rapid and effective adjustment of Puerto Rican parents and children to the community and the community to them.

59. Covello, Leonard. Remarks of Dr. Leonard Covello Upon Acceptance of the Meritorious Service Medal of the Department of State of the State of New York. Congressional Record, 113(37): March 1967. 2p.

Highlighted in these remarks are the experiences of Benjamin Franklin High School, a community-centered school in East Harlem, from its beginnings in 1934 to the present.

60. Covello, Leonard, and others. The Community School in a Great Metropolis. 1966. 26p. (Reproduced from Education for Better Living: The Role of the School in Community Improvement, Washington, D.C., U.S. Department of Health, Education and Welfare, pp193-212, by Migration Division, Department of Labor, Commonwealth of Puerto Rico, 1966.)

Discusses Benjamin Franklin High School, a community school in East Harlem (Spanish Harlem).

61. Dentler, Robert A., and others. Study Project Report: Memoranda #6, 10, 11, 12, 13 and 14 (Preliminary Drafts). New York, N.Y., Columbia University, Institute of Urban Studies, 1965. 60p.

Each memorandum has its own title: #6: Puerto Rican Student Segregation Patterns and Changes; #10: The "600" Schools and the Educational Complex; #11: Administrative Structure of Educational Complexes; #12: The Logistics of Busing; #13: Some Modifications of Queens Complexes; #14: Overview of the Educational Complex Study Project.

62. Dispenzieri, Angelo, and others. Characteristics of the College Discovery Program Students: 1964-1967. College Discovery Program. Research and Evaluation Unit. 1968. 165p. ED 036 815.

This program was designed to provide higher education opportunities for disadvantaged students of intellectual promise whose high school scholastic averages, aptitude test scores and personal finances precluded admission under regular procedures to baccalaureate programs of the City University of New York. The majority of students were black followed by Puerto Rican, white, Spanish-speaking students other than Puerto Ricans, and Asians. Approximately 130 tables are included.

63. Dispenzieri, Angelo, and others. An Overview of Longitudinal Findings on a Special College Program for Disadvantaged Students. 1971. 27p. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971.) ED 047 078.

Research findings are presented on five and one-half years operation of a special college program for disadvantaged students (mainly black and Puerto Rican) with remediation, counseling, tutoring, and stipends as principal supportive services.

64. Falcon, Luis Nieves. Final Report on the NDEA Institute for Disadvantaged Youth. General Multi-Level Classroom Teachers Urban. Puerto Rico, University of Puerto Rico, College of Education, Rio Piedras, Puerto Rico, 1965. 83p.

Included in this final report are 1) university courses, 2) techniques for field work in poverty stricken areas, 3) educational techniques for working with underprivileged youth, 4) individual tutoring, 5) evaluation of the Institute.

65. Farquhar, William W.; Christensen, Edward W. Motivational Factors Influencing Academic Achievement of Eleventh Grade Puerto Rican High School Students. Final Report. Educational Research Series, No. 43. East Lansing, Michigan State University, College of Education, East Lansing, Michigan, 1967. 515p.

In this study of academic motivational factors, an attempt was made to investigate the child-rearing and other psycho-social factors related to academic achievement. The project involved several stages: identification of under- and over-achievers in a representative group of eleventh graders in Puerto Rico; the study of the non-intellective factors associated with academic achievement, using attitude scales; and so forth.

66. Fish, Cynthia, Ed. The Admission and Academic Placement of Students from the Caribbean. A Workshop Report: British Patterned Education, Cuba, the Dominican Republic, Dutch Patterned Education, the French West Indies, Haiti, Puerto Rico, and the U.S. Virgin Islands. Athens, Ohio, American Association of Collegiate Registrars and Admissions Officers; Wash-

ington, D.C., National Association for Foreign Student Affairs, 1973. 206p. (Document available from National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009.)

This workshop report examines the admission and academic placement of students from the Caribbean. Workshop materials concerning the educational systems of the Caribbean.

67. Ford Foundation, New York City. Four Minorities and the Ph.D.: Ford Foundation Graduate Fellowships for Blacks, Chicanos, Puerto Ricans, and American Indians. 1973. 23p. ED 083 941.

Emphasis is placed on the background of minorities and graduate degrees, openings to opportunity, advanced study fellowships, and doctoral fellowships. Brief profiles of seven members of minority groups who have taken advantage of the Foundation opportunities are included.

68. Freytes, Fanny. The Development of a Criterion-Referenced Test of Mathematics. Charleston, West Virginia State Department of Education, 1973. 8p. (Document available as part of TM 002 861; ED 078 046.)

An attempt to develop a criterion-referenced test as a joint project of the Puerto Rican Division of Evaluation and the Mathematics Program in the Department of Education is discussed.

69. Goldblatt, Harold; Ryson, Cyril. Likes and Dislikes of Pupils in an Integrated School (P.S. 198M). n.p., no date. 18p.

This report offers the interim findings of a study aimed at measuring the change in self concept of pupils in an integrated school in New York City by obtaining from each child in the 4th, 5th and 6th grades information about his self-likes and dislikes before and after spending a school year in mixed environment. Populations discussed are white, black and Puerto Rican.

70. Goldblatt, Harold; Tyson, Cyril. Some Self-Perceptions and Teacher Evaluations of Puerto Rican, Negro, and White Pupils in 4th, 5th, and 6th Grades (P.S. 198M). New York, New York City Commission on Human Rights, 1962. 25p. ED 001 776.

The open enrollment policy of the New York City Board of Education might reverse some of the damaging influence of school segregation on pupil self concept either by contradicting the stereotyped association of racial segregation and social inferiority or by affording "culturally deprived" black children access to superior educational facilities.

71. Great Cities Program for School Improvement, Philadelphia. Job Analyses of Personnel. Philadelphia, Pennsylvania, 1960. 10p.

Describes the duties of the following school personnel working with students, many of whom are disadvantaged: school counselor, language arts consultant, Puerto Rican community coordinator, school nurse, language lab teacher, and school-community coordinator.

72. Greene, John F.; Zirkel, Perry Alan. Academic Factors Relating to the Self-Concept of Puerto Rican Pupils. 1971. 10p. (Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C., September 1971.) ED 054 284.

The increasing emphasis on the affective domain in the teaching-learning situation has not produced a significant body of research on the development of self concept among Spanish-speaking -- particularly Puerto Rican -- pupils. This study investigated the relationship of the self concept of Puerto Rican students with achievement, IQ, ethnic group mixture, and teacher ethnicity.

73. Greene, Mary Frances; Ryan, Orletta. East Harlem. In: The Schoolchildren Growing Up in the Slums, Part I, pp3-46. New York, N.Y., Pantheon Books, 1965.

Written by an East Harlem elementary school teacher, the style is frenetic, interrupted, unsettling -- like her class. A colloquial account of a typical day is presented.

74. Greenstein, Raymond; Tirado, Moises. Operation P.R.I.M.A. -- Reclaim. Brooklyn, N.Y., New York City Board of Education, 7p. ED 010 775.

This project recruited teachers of Puerto Rican extraction in order to improve the ethnic composition of school staffs, to provide new insights and approaches to educational problems, and to give Puerto Rican children the benefit of association with teachers of similar background.

75. Gross, Mary Anne, Ed. Ah, Man: You Found Me Again. Boston, Beacon Press, 25 Beacon St., Boston, Mass. 02108, 1972. 89p.

A collection of pure dialect stories told by New York City black and Spanish-speaking children ranging from five to ten years old, replete with candid pictures of children in their communities.

76. Hertzig, Margaret E., and others. Class and Ethnic Differences in the Responsiveness of Preschool Children to Cognitive Demands. Monographs of the Society for Research in Child Development, Serial No. 117, 33 (1): 1-69, 1968. Ill., University of Chicago Press, Chicago, Ill.

This study seeks to extend an understanding of differences observed in the cognitive abilities of preschool children from different social class backgrounds by comparing the responsiveness of three-year-old children of Puerto Rican, working class origin to cognitive demands with the responsiveness of identically aged children of middle class professionals to the same demands for functioning.

77. Hodell, Louise. A Case History in the Treatment of Academic Failure, Some Suggestions for Professionals in Work/Training Programs for the Disadvantaged. New York, Mobilization for Youth, Inc., 1968. 14p. ED 023 755.

A case history of a 16-year-old Puerto Rican male high school dropout is presented to illustrate the visual-perceptual difficulties resulting in illiteracy and academic failure.

This study points out the need for early identification of perceptual handicaps, with referrals to specialists for diagnosis and treatment.

78. Kahn, Ruth; Goodman, Harvey. Successful Adptations of Group Therapy Techniques in the Treatment of Socially and Economically Deprived Mothers of School Children. New York, N.Y., American Orthopsychiatric Association, 1973. 27p. (Paper presented at the American Orthopsychiatric Association annual meeting, May 29-June 1, 1973, New York, N.Y.) ED 078 109.

The varied material brought together here is derived essentially from the study of a group of mothers formed by the leader in January 1971, after some two years of experience with a fairly typical Puerto Rican mothers' group in a school on the elementary level in East Harlem.

79. King, John B. Meeting the Needs of Puerto Rican Pupils in NYC Public Schools (Facts and Figures), Staff Bulletin, "Special Supplement," March 23, 1964. 4p.

A summary of statistics and other facts found in "Puerto Rican Study," a 265-page study sponsored by the Board of Education and the Ford Foundation in 1958 which analyzed the special educational needs of Puerto Rican pupils, and especially those who must learn English as a second language.

80. Laosa, Luis M. Carrascolendas: A Formative Evaluation. Los Angeles, University of California, 1974. 203p. ED 090 968.

A formative research project sought to test viewer reactions to two pilot programs of the Carrasolendas series. A total of 360 Puerto Rican-American, Cuban-American, Mexican-American, and Anglo-American children in grades 1, 2, and 3 were observed as they watched the programs.

81. Lee, Calvin B. T. The Columbia College Citizenship Program. Journal of Higher Education, 36: 186-194, April 1965.

Describes the tutorial program conducted by Columbia and Barnard students for underprivileged children. One of the groups dealt with by the Columbia College Citizenship Program was the Puerto Rican Association for Community Affairs (PRACA).

82. Lewis, Horacio D. To Train or Not to Train Teachers for Spanish Speaking Communities. Viewpoints, 49 (4): 15-29, July 1973.

Teacher training does not sufficiently prepare teachers for the instruction of Latino students. It is recommended that more Latino students be recruited and trained for barrio schools and that teacher training programs should include courses in Latino culture and the Spanish language and dialects.

83. Lucas, Isidro. Puerto Rican Dropouts in Chicago: Numbers and Motivation. Chicago, Council on Urban Education, Chicago, Ill., March 1971. 101p. ED 053 235.

This study found indications of high percentages of dropouts among Chicago Puerto Ricans; their educational problems seemed similar to those of other Spanish-speaking pupils in the urban situation.

84. Madeira, Eugene L. The Puerto Rican Involvement in Educational Opportunity Fund Programs for the Disadvantaged. New Jersey, Glassboro State College, 1970. [illegible] (Thesis submitted in partial fulfillment of Social Science Seminar, Glassboro State College, N.J., May 27, 1970.) ED 056 147.

The purpose of this study was to analyze Puerto Rican response to the opportunities for higher education and to survey the prospects of recruiting more Puerto Ricans in "Educational Opportunity Fund Programs." Camden, New Jersey was chosen as a representative medium-sized city with a Puerto Rican community.

85. Mangano, James F.; Towne, Richard C. Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement. Genesco, State University of New York, Center for Migrant Studies, 1970. 55p. ED 049 868.

The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Children of Puerto Rican descent were used. Results indicated that self concept of ability and academic achievement increased significantly for the experimental group.

86. Margolis, Richard J. The Losers: A Report on Puerto Ricans and the Public Schools. New York, N.Y., Aspira, Inc., 1968. 21p. ED 023 779.

Puerto Rican youth lag behind white and black students in mathematical and verbal ability and reading comprehension and, although data seem incomplete, many of them seem to drop out of school because they feel alienated in the English-speaking school and because they feel a debilitating sense of lack of control over what happens to them.

87. Mattleman, Marciene S.; Emans, Robert L. The Language of the Inner-City Child: A Comparison of Puerto Rican and Negro Third-Grade Girls. Philadelphia, Pennsylvania, Temple University, 1968. 8p.

In this investigatory study, the oral language of a small number of children from two inner city groups, black and Puerto Rican, was compared. Data on facility, syntactic structure, and fluency was gathered to study language in depth from both quantitative and descriptive aspects.

88. Miller, Harry L.; Smiley, Marjorie B., Eds. Education and the Metropolis: A Book of Readings. New York, N.Y., Teachers and Resources for Urban Education, Hunter College, 1964. 416p. 31ref.

This collection of readings in the problems of urban education was compiled by Project TRUE and conducted at Hunter College Curriculum Center. The readings are divided into discussions of: (1) the situation and the problems; (2) the alienated learner; (3) public and professional decisions. Contents include maps, graphs, photographs, excerpts from books, and journal and newspaper articles.

89. Montare, Alberto; Boone, Sherle. Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. 1973. 10p. (Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973.) ED 074 502.

This study investigated the hypothesis that high level language proficiency is associated with low observable aggression and low language proficiency is associated with high aggression. Conclusions indicated that (1) Puerto Rican subjects had significantly lower scores than black subjects on total language proficiency, and (2) both verbal and total aggression results for the Puerto Rican group were significantly greater than those for the blacks.

90. Morris High School. Study of Puerto Rican Graduates, Morris High School, June 1971. Morris High School, New York City, and Puerto Rican Department of Labor, Migration Division, Commonwealth of Puerto Rico, 1963. 25p.

Purpose of this study was to determine the follow: (1) number and percent of Puerto Rican student graduates; (2) number and percent of Puerto Rican students enrolled in academic, commercial and general programs; (3) the scholastic honors, awards and scholarships received by Puerto Rican students; (4) scholastic averages; (5) the language studied while in high school; (6) plans after graduation.

91. Morrison, J. Cayce. The Puerto Rican Study: 1953-1957. New York, Board of Education, 1958. 265p.

Reports on a four year study of the impact of Puerto Rican migration on the public schools of New York City and the effect of the schools on the Puerto Rican children and their parents. It addresses itself to the problems of teaching English as a second language, the socioeconomic adjustment of the children and their parents to the community. Sample consisted of 32 schools in New York City with large Puerto Rican concentrations.

92. New York University, Center for Field Research and School Services, New York, N.Y. An Evaluation of the Extended Kindergarten Program. New York, N.Y., New York University, Center for Field Research and School Services, 1969. 90p. ED 049 325.

An all-day kindergarten program was established in September 1968 for three classes of black and Puerto Rican children at Public School 101 in the East Harlem area of New York City. The objective of the program was to identify and develop the learning styles of the children through a wide variety of school experiences and exposure to multi-media educational approaches with heavy emphasis on cognitive skills, along with language development and mathematical and social concepts.

93. Nunez, Louis; Bahn, Charles. National Conference: Meeting the Special Educational Needs of Urban Puerto Rican Youth. Final Report. New York, N.Y., Aspira, Inc., 1968. 14p. ED 023 778.

To identify the educational problems of Puerto Rican youth in the United States, Aspira, Inc. sponsored a two-day conference for educators and leaders of Puerto Rican and Spanish-speaking communities in 37 cities in 19 states. A commissioned study, "The Losers," served as a stimulus for discussion by the participants.

94. Nuttall, Robert L. Do Factors Affecting Academic Achievement Differ by the Socio-Economic Status or Sex of the Student? A Puerto Rican Secondary School Sample. Final Report. Chestnut Hill, Mass., Boston College, Institute of Human Sciences, 1972. 110p. ED 064 465.

Variables associated with academic achievement were examined in a sample from eight secondary schools in Baymone Norte, Puerto Rico, to determine whether these variables differed by sex or by socioeconomic status. Results indicated that high achieving boys and low achieving girls were more self sufficient, while low achieving boys and high achieving girls were more group dependent.

95. Perks, Dora M.; Marsico, Ann S. Working with Pupils of Puerto Rican Background: A Guidance Manual. New York, New York City Board of Education, 1967. (Document available from New York City Board of Education, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201.

96. Perutti, Louis. Have Your Puerto Rican Pupils Help Themselves. English Journal, 55: 1201-1206, December 1966.

Discusses Project LEARN, an attempt to deal with the many problems that Puerto Rican students encounter in the public schools. It offers teachers another method of educating Puerto Rican students.

97. Ponce, Carlos; Powell, Lafayette. Teaching Migrant Children: The Problem and an Approach. Pennsylvania, Kutztown State College, 1968. 54p. ED 029 745.

The first section is devoted to describing the life and deplorable living conditions of Puerto Rican and black migrant workers. The experiences encountered by the children in such an environment are discussed as influences on academic achievements. The second section includes a brief treatment of the multifaceted background of migrant children, and positive factors which a teacher can employ effectively in order to increase learning.

98. Puerto Rican Congress of New Jersey, Trenton, New Jersey. The Puerto Rican Experience: An Educational Research Study. Trenton, New Jersey, 1974. 54p. ED 094 092.

In the fall of 1972 superintendents and principals in 21 school districts with significant Puerto Rican enrollment were interviewed. The interviews focused on the educators' attitudes toward Puerto Ricans as a people; their perceptions of the educational needs of

Puerto Rican children; views on accountability, assimilation versus cultural pluralism, bilingual/bicultural education, and parental involvement.

99. Raisner, Arnold, and others. Science Instruction in Spanish for Pupils of Spanish Speaking Background, An Experiment in Bilingualism. Final Report. Brooklyn, N.Y., New York City Board of Education, Bureau of Educational Research, 1967. 201p. ED 017 926.

A study was undertaken to determine the educational effects of a language maintenance program using Spanish as a medium of instruction with junior hihg school students of Spanish-speaking background. The program's experimental variable consisted of bilingual science instruction and an accelerated course in the Spanish language.

100. Rempson, Joe L. Minority Access to Higher Education in New York City. City Almanac, Volume 7, No. 2, August 1972. New York, New School for Social Research, Center for New York City Affairs, 1972. 15p. ED 067 437.

Discusses gains that have been made within the past few years to increase the number of minority students attending colleges and universities.

101. Roberts, Joan I., Ed. School Children in the Urban Slum: A Book of Readings in Social Psychology for Teachers. New York, N.Y., Teachers and Resources for Urban Education, Hunter College, 1965. 674p.

Discusses the following factors in relation to the education of minority group youth: (1) cognitive factors and environment; (2) affective factors and environment; (3) motivational characteristics; (4) familial factors; (5) educational factors.

102. Rubinstein, Annette T., Ed. Schools Against Children: The Case for Community Control. New York, Monthly Review Press, 116 W. 14th St., New York, N.Y. 10011, 1970. 299p.

This collection of articles revolves around the struggle for full racial equality through community control of schools by the black and Puerto Rican people of New York City.

103. Sexton, Patricia C. A Survey of American History Instruction for Disadvantaged Youth in the New York City Schools. 1964. 6p. ED 020 974.

This plan for a survey of American history instruction in disadvantaged Brooklyn, N.Y., schools outlines the methods to be used in collecting data. Included in the plan are an outline of schedule and method for conducting the interviews and a list of proposed schools, which should have an enrollment of predominantly black and Puerto Rican students.

104. Sheldon, Eleanor B.; Glazier, Raymond A. Pupils and Schools in New York City: A Fact Book. New York, N.Y., Russell Sage Foundation, 1965. 151p. 27ref.

This book attempted to provide a factual basis and perspective for examining and planning educational programs and policies. Areas covered include: (1) population change and school enrollments; (2) school organization and programs; (3) staffing the schools; (4) compensatory programming. Over 50 tables are provided.

105. Soares, Louise M.; Soares, Anthony T. Pre-Operational Thinking in Disadvantaged Children. 1974. 8p. (Paper presented at the Annual Meeting of the American Research Association, 59th, Chicago, Ill., April 1974.)

This research was designed to compare the responses of disadvantaged and advantaged five-year-olds in typical Piagetian experiments, in order to determine whether differences exist in the normative characteristics of centering, conservation, egocentricity, space conception, and reversibility. Ethnic composition of the disadvantaged group was approximately one-third black, one-third Puerto Rican, and one-third white.

106. Soares, Anthony T.; Soares, Louise M. Significant Others and Self-Perceptions of Disadvantaged Students. 1974. 8p. (Paper presented at the Annual Meeting of the American Educational Research Association, 59th, Chicago, Ill., April 1974.)

This study investigated the various dimensions of actual and inferred self in comparison to the ratings of the subjects by supposed significant others. There was a minority composition of 36% black and 18% Puerto Rican among the 60 disadvantaged youths. There was a white majority of 75% in the advantaged group.

107. Statement by Puerto Rican Educators (A Response to the Multi-Cultural Education Task Force of the National Institute of Education). Rican, 2 (1): 54-62, October 1974.

A critique of research objectives and funding patterns of the National Institute of Education, as well as recommendations for change, with special reference to the needs of minority groups and the Puerto Rican community.

108. Statement by Puerto Rican Educators (A Response to the Multi-Cultural Education Task Force of the National Institute of Education). The Rican, Journal of Contemporary Puerto Rican Thought, 2 (1): 54-59, October 1974.

Summary of a report made on May 2-3, 1974, by 14 Puerto Rican educators to the National Institute of Education's Multi-Cultural Education Task Force in order to assist them in establishing research priorities.

109. Tannenbaum, Abraham J. An Evaluation of STAR or The Effects of Training and Deputizing Indigenous Adults to Administer a Home-Based Tutoring Program to First Graders in an Urban Depressed Area. New York, Mobilization for Youth, Inc., 1967. 33p.

This program offered reading readiness instruction to 490 first-grade children of lower-class Puerto Rican origin.

110. Thomas, Alexander. Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. Final Report. New York, N.Y., New York University, Medical Center, 1969. 64p. ED 034 370.

To study the home environment of the Puerto Rican as it relates to the children's academic achievement, 45 working class families were interviewed and these variables were investigated: achievement, classroom behavior inventory in relation to academic achievement, the effect of bilingualism on academic achievement, the influence of examiner testing style on the WISC performance, and the stability and change in IQ of Puerto Rican preschool children as compared to white middle class children.

111. Thomas, Alexander, and others. Examiner Effect in IQ Testing of Puerto Rican Working-Class Children. American Journal of Orthopsychiatry, 41 (5): 809-21, October 1971.

Disadvantaged Youth, Examiners, Exceptional Child Research, Intelligence Tests, Minority Groups, Puerto Ricans, Test Reliability, Testing Problems.

112. Trejo, Arnulfo. Bicultural Americans with a Hispanic Tradition. Libraries and the Spanish-Speaking. Wilson Library Bulletin, 44 (7): 716-723, March 1970.

Describes three groups of potential library patrons -- Cubans, Puerto Ricans, and Mexican-Americans.

113. Vazquez, Hector I. Puerto Rican Americans. National Elementary Principal, 50 (2): 65-71, November 1970.

Summarizes briefly the low achievement rate of Puerto Ricans in New York schools, including the background of the problem, the school situation, and the community involvement.

114. Villaronga, Marion, and others. Education for Puerto Rican Migrants. Journal of Educational Sociology, 28: 146-192, 1954.

Includes articles on the following topics: (1) program of education for Puerto Rican migrants, (2) Puerto Rican newcomers to our schools, (3) the Puerto Rican Study, (4) Workshop Field Study in Puerto Rican education, (5) le arnig English as a second language.

115. Washabaugh, Bill. Correlates of Attitude Variability of Young Puerto Rican Men in Milltown, New England. 1971. 14p. (Paper presented at the Central States Anthropology Society Meetings, Detroit, Michigan, March 1971.) ED 072 138.

This study reports on attitudes and opinions about matters of concern to young Puerto Rican men in a small city in New England. Four themes were determined to be topics of interest and continual conversation to young Puerto Rican men in Milltown: getting money, displaying masculinity through sexual behavior, dealing with conflict and discrimination, and adjusting unstable plans for residence.

116. Wilkerson, Doxey A. The Failure of Schools Serving the Black and Puerto Rican Poor. In: Schools Against Children: The Case for Community Control. Charter Group Edition, Edited by Annette T. Rubinstein, pp93-126. New York, N.Y., Monthly Review Press, 1970.

A terse account of the author's analysis of urban school failure and means of remediation. A description of the situation, supported by statistics, charts. Presents underlying reasons for the failure as well as remedies.

117. Zirkel, Perry Alan. Puerto Rican Parents and Mainland Schools, Hartford, Connecticut. Conn., Hartford Model Cities, Hartford, Conn., 1971. 98p. ED 062 473.

This study resulted from an Institute, the purpose of which was to focus on facilitating the relationship between the home and school environment of Puerto Rican pupils in Hartford as a possible model for other mainland school systems.

118. Zucaro, Blase John. The Use of Bibliotherapy Among Sixth Graders to Affect Attitude Change Toward American Negroes. 1972. 134p. Doctoral Dissertation, Temple University. (Available from University Microfilms, P.O. Box 1764, Ann Arbor, Mich. 48106, Order no. 72-27, 216.)

This study tested whether bibliotherapy could positively change suburban school children's attitudes toward blacks. Secondary purposes were to determine if attitudes toward American Indians and Puerto Ricans would change also as a result of attitude change toward blacks and whether bibliotherapy was a feasible technique for the typical classroom teacher.

B. Bilingualism/Bilingual Education/Programs/Teaching English as a Second Language (TESL)

119. Anderson, Virginia; Hoffman, Paul. Teaching English to Puerto Rican Pupils. High Points, 46: 51-54, March 1964.

The authors point out that, in teaching English to Puerto Rican pupils, teachers should also be aware of the traditions and customs of Puerto Rico.

120. Belfrom, Celia C. ESL Programs for Puerto Rican Pupils in New York City Schools. Florida FL Reporter, 7 (2): 18-19, Fall 1969.

Curriculum Development, English (Second Language), Experimental Programs, Instructional Staff, Language Programs, Material Development, Puerto Ricans, Teacher Education.

121. Berney, Tomi D.; Cooper, Robert L. Semantic Independence and Degree of Bilingualism in Two Communities. Modern Language Journal, 53 (3): 182-185, March 1969.

Bilingualism, English (Second Language), Language Research, Language Usage, Psycholinguistics, Puerto Ricans, Spanish Speaking, Verbal Operant Conditioning, Word Recognition.

122. Board of Education, New York City. Developing a Program for Testing Puerto Rican Pupils in the New York City Public Schools. New York, N.Y., 1958. 146p.

Covers the following areas for developing a program for testing Puerto Rican pupils: (1) testing ability to understand spoken English, (2) scales for rating ability to speak English and to understand spoken English, (3) testing ability to read English, (4) testing skill in arithmetic computation, (5) testing intelligence, (6) collecting personal and educational background information, (7) issues in developing a program for testing pupils of Puerto Rican background

123. Board of Education, New York City. Educating Students for Whom English is a Second Language: Programs, Activities and Services for Grades Pre-K - 12. New York, N.Y., 1965. 105p.

This guide grew out of a recognized need to bring together in one volume detailed information on all current educational programs related to the teaching of English as a second language. It is the product of the cooperative effort of all the school levels and many bureaus of the Board of Education. Included also is information on the services of libraries, guidance centers, textbooks and supplies.

124. Board of Education, New York City. The Future is Now: The Puerto Rican Study, the Education and Adjustment of Puerto Ricans in New York City. New York, N.Y., no date. 34p.

Based on a comprehensive report entitled, The Puerto Rican Study -- A Report on the Education and Adjustment of Puerto Rican Pupils in the Public Schools of the City of New York. The latter describes four years of intensive research and experimentation in the development of method and materials for teaching non-English speaking pupils.

125. Cook, Patricia. A Study in Child Care (Case Study from Volume II-B: "Will You Marry Me?" Day Care Program Reprint Series. 1970. 50p. ED 051 906.

The Springfield Day Nursery System in Springfield, Mass., is one of a system of four day care centers. It is in an urban area, and over one-half of the families served are Puerto Rican, many of whom have unemployment and language barrier problems. The program strongly emphasizes the development of English language skills, in an atmosphere which accepts the child's difficulty with English and reinforces his attempts to learn.

126. Cooper, Robert L., and others. Listening Comprehension in a Bilingual Community. Modern Language Journal, 53 (4): 235-241, April 1969.

Bilingualism, English (Second Language), Language Research, Language Skills, Listening Comprehension, Measurement, Puerto Ricans, Sociolinguistics, Spanish Speaking, Tables (Data).

127. Cordasco, Frank. Bilingual Education Bill Hailed As Major Step in Breaking Down Language Walls. Congressional Record, 113 (161), October 9, 1967. 1p.

A summary of the proceedings and debates of the 90th Congress, First Session, dealing with the possible passage of the bilingual education bill.

128. Cordasco, Frank. Bilingual Education: Statement of Dr. Frank Cordasco. Hearings Before the Special Subcommittee on Bilingual Education (90th Congress, 1st Session on S. 428, Part 2, June 24-July 21, 1967). Washington, D.C., Congress of the United States, Senate Committee on Labor and Public Welfare, 1967. 7p.

Discusses the following issues: (1) the American common school and the children of poverty, (2) the bilingual child and the American school, (3) proposed legislation.

129. Cordasco, Francesco; Castellanos, Diego. Teaching the Puerto Rican Experience. In: Teaching Ethnic Studies: Concepts and Strategies, Edited by James Banks, Chapter 10, pp227-253. Washington, D.C., National Council for Social Studies, 1973.

A description of what bilingual education is (should be). Begins by contrasting the educational experiences of first and second generation Puerto Rican students (the latter being exposed to bilingual education in the schools). Also discusses bilingual education in the schools.

130. Delacorte, Albert P. Some Recommendations for a Preventive Phonetics Program for Spanish-Speaking Students. New York, N.Y., Mobilization for Youth, Inc., 1968. 55p.

Offers a method utilizing phonetics for teachers to use in teaching Spanish-speaking students to speak and understand English.

131. Dimitroff, Lillian. Small Group Training for Spanish-Speaking Pupils. Chicago Schools Journal, 45: 65-71, November 1963.

A Puerto Rican student teacher was used to teach English to small groups of Spanish-speaking pupils, age 10 to 14, in a Chicago public school. The criteria for evaluation, difficult sounds for Spanish speakers, and attitudinal changes are briefly discussed.

132. Dulay, Heidi C.; Pepe, Helene. The Influence of a Social Setting on Second Language Learning. 1970. 32p. ED 071 472.

An educational experiment concerning second language acquisition is described in this report. It is hypothesized that low ethnocentrism, positive attitudes toward the other group, and an integrative orientation toward language comprise high motivation, with the opposite criteria controlling low motivation.

133. Edelman, Martin. The Contextualization of Schoolchildren's Bilingualism. Modern Language Journal, 53 (3): 179-182, March 1969.

Bilingual Students, Bilingualism, English (Second Language), Language Proficiency, Language Research, Language Usage, Puerto Ricans, Spanish Speaking, Word Recognition.

134. Ehrlich, Alan G. Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. New York, N.Y., City University, Hunter College Bilingual Educational Applied Research Unit, 1972. 33p. ED 074 864.

Presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction.

135. Fennessey, James. An Exploratory Study of Non-English Speaking Homes and Academic Performance. Baltimore, Md., Johns Hopkins University, Center for the Study of Social Organization of Schools, 1967. 49p. ED 011 613.

The language-related difficulties of Puerto Rican children in New York public schools were studied by a re-analysis of data previously collected in a U.S. Office of Education (USOE) survey. This study sought to answer two questions: (1) What is the relationship between language spoken in the home and other aspects of ethnic background, and (2) What differences are present at several different grade levels in vocabulary test scores of Puerto Rican children from contrasing, home-language backgrounds?

136. Fertig, Sheldon; Fishman, Joshua A. Some Measures of the Interaction Between Language, Domain and Semantic Dimension in Bilinguals. Modern Language Journal, 53 (4): 244-249, April 1969.

Bilingualism, Diglossia, English (Second Language), Language Research, Language Usage, Puerto Ricans, Rating Scales, Semantics, Spanish, Tables (Data).

137. Figueroa, Ramon. Content Analysis Schedule for Bilingual Education Programs: Bilingual Project Forward-Adelante. New York, N.Y., City University of New York, Hunter College Bilingual Education Applied Research Unit, 1971. 73p. ED 078 706.

This content analysis presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interactions.

138. Figueroa, Roman; Shore, Marietta Saravia. Content Analysis Schedule for Bilingual Education Programs: Let's Be Amigos. New York, N.Y., City University, Hunter College Education Applied Research Unit, 1972. 99p. ED 072 702.

This content analysis schedule for the Let's Be Amigos project of the School District of Philadelphia presents information on the history, funding and scope of the project.

139. Findling, Joav. Bilingual Need Affiliation and Future Orientation in Extragroup and Intragroup Domains. Modern Language Journal, 53 (4): 227-231, April 1969.

Bilingualism, Employment Opportunities, English (Second Language), Identification (Psychological), Language Research, Language Usage, Puerto Ricans, Spanish Speaking, Tables (Data).

140. Finocchiaro, Mary. Education of Puerto Ricans on the Mainland: Overcoming the Communication Barrier. 1970. 14p. (Paper delivered at the Conference on the Education of Puerto Rican Children on the Mainland, October 18-21, 1970, San Juan, Puerto Rico.) ED 043 871.

The complexity of the problems concerning the teaching of English to Puerto Ricans in the United States has rarely been fully appreciated. The author discusses some factors involved.

141. Fishman, Joshua A. Attitudes and Beliefs About Spanish and English Among Puerto Ricans. Viewpoints, 47 (2): 51-72, March 1971.

Attitudes, Biculturalism, Bilingualism, Community Attitudes, Dialects, English, Puerto Rican Culture, Puerto Ricans, Spanish.

142. Fishman, Joshua A., and others. Bilingualism in the Barrio. Final Report. New York, N.Y., Yeshiva University, 1968. 1232p. ED 026 546.

This two-volume collection of studies attempts to measure and describe the sociolinguistic norms of a Puerto Rican bilingual community. The target population of 431 individuals in a single neighborhood in Jersey City identify with the large Puerto Rican community of the greater New York area. The individual studies, all written to be understood independently, are grouped into background studies and sociologically, psychologically, and linguistically oriented sections.

143. Fishman, Joshua A. An Investigation Into the Measurement and Description of Language Dominance in Bilinguals (Second Year). New York, Yeshiva University, 1967. 15p.

This project seeks to construct, refine and apply interdisciplinary instruments and procedures for the measurement and description of relatively stable and widespread intragroup bilingualism.

144. Fishman, Joshua A.; Cooper, Robert L. Alternative Measures of Bilingualism. Journal of Verbal Learning and Verbal Behavior, 8 (2): 276-282, April 1969.

Report based upon work designed to study simultaneously the psychological, linguistic and sociological aspects of bilingual behavior.

145. Golazeski, Clare T. Language Interference and Visual Perception for Native and Puerto Rican Speakers of English in Second Grade. New Brunswick, N.J., Rutgers, The State University, Graduate School of Education, 1971. 85p. (Master of Education Thesis, Rutgers University.) ED 051 981.

This study sought to determine whether language interference would have a significant effect on visual perception and whether the effect would be marked for boys more than for girls.

146. Guerra, Emilio L. The Challenge of Bilingualism in Education in the City of New York. American Association of Teachers of Spanish and Portuguese, 1968. 8p. (Paper presented at the National Convention of the American Association of Teachers of Spanish and Portuguese, 50th, San Antonio, Texas, August 28-30, 1968.) ED 030 339.

In this brief account are discussed the efforts made by New York City public schools to establish special programs for non-English speaking students, especially Puerto Rican migrants. The pioneer project using bilingual teachers to instruct "orientation classes" in East Harlem's Benjamin Franklin High School is described.

147. Hess, Richard T. Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. New York, N.Y., City University, Hunter College Bilingual Education Applied Research Unit, 1972. 42p. ED 074 876.

Presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction.

148. Hess, Richard T.; Shore, Marietta Saravia. Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. New York, N.Y., City University, Hunter College Bilingual Education Applied Research Unit, 1972. 38p. ED 074 881.

Presents information on the history, funding, and scope of the project. Inserts include information on staff development, scheduling, and instructional materials.

149. Huzar, Helen. The Effects of an English-Spanish Primary-Grade Reading Program on Second- and Third-Grade Students. 1973. 83p. (M.Ed. Thesis, Rutgers University, The State University of New Jersey.) ED 085 683.

This study sought to determine whether there would be any significant difference in the scores on an English reading test between second and third grade students in the same school, but not in the program.

150. Imhoof, Maurice 1., Ed. Social and Educational Insights Into Teaching Standard English to Speakers of Other Dialects. Bloomington, Indiana, Indiana University, School of Education, 1971. 138p. (Document available from School of Education, Indiana University, Bloomington, Indiana 47401.)

This document presents a series of lectures on various aspects of the language problems of inner-city children. Included here are papers by Roger W. Shuy, "Sociolinguistic Strategies for Studying Urban Speech," Joshua A. Fishman, "Attitudes and Beliefs About Spanish and English Among Puerto Ricans."

151. An Interview with Hernan LaFontaine. Rican, 1 (4): 37-43, May 1974.

Discusses bilingual-bicultural education in New York City.

152. Jenkins, Mary. Bilingual Education in New York City. Brooklyn, New York, New York City Board of Education, Office of Bilingual Education and Office of Personnel, 1971. 79p. ED 084 911.

153. John, Vera P.; Horner, Vivian M. Early Childhood Bilingual Education. New York, N.Y., Yeshiva University, Early Childhood Bilingual Education Project, 1971. 209p. (Book available from Materials Center, MLA-ACTFL, 62 Fifth Avenue, New York, N.Y. 10011.)

Three major groups discussed here in connection with bilingual education programs are Puerto Ricans, Mexican Americans and American Indians. Contents include sections on (1) demographic information on minorities, (2) language groups, (3) program descriptions, (4) teacher recruitment, (5) curriculum materials, (6) testing and evaluation procedures, (7) research in bilingual education, and (8) models of bilingual education.

154. King, John B. The Most Powerful Weapon in Our War on Poverty: Teaching English as a Second Language to Environmentally Handicapped Pupils and as a Third Language to Pupils of Foreign Language Background. 1966. 16p. (Keynote address to the Third Annual Conference on Teaching English to Speakers of Other Languages, New York City, March 17, 1966.)

The speaker emphasizes that a comparative examination of children of Puerto Rican, Southern black, and suburban middle class backgrounds should be made, highlighting the differentials in educational orientation and the special language development problems of the first two groups of students.

155. Nash, Rose. The Place of the English Language in the U.S.S.R. 1971. 13p. (Reprint from Revista Interamericana Review, 1 (1), Spring 1971.) ED 053 583.

Compares the teaching of English in the Soviet Union and Puerto Rico. Also discusses the relationship between learning English and cultural identity.

156. New York City Board of Education, Bilingual Resource Center, Brooklyn. Bilingual ERIC Reprints. 1973. 38p. ED 078 719.

Titles of the articles are: (1) Bilingualism in Puerto Rico: A History of Frustration, by John C. Fisher, (2) Paraprofessionals: Their Role in ESOL and Bilingual Education, by Hernan LaFontaine, (3) Second Language Learning in Bilingual Communities, by Sylvia Rothfarb.

157. New York City Board of Education, Bilingual Resource Center, Brooklyn, N.Y. Description of Bilingual Programs Funded by the State Urban Education Program: I. Quality Incentive Programs, II. Community Education Centers. 1973. 16p. ED 081 278.

This booklet presents a description of bilingual programs funded by the State Urban Education program, which include Quality Incentive Programs and Community Education Centers. There are descriptions of 13 separate programs and a list of objectives for each one. Enrollment statistics are included when applicable.

158. New York City Board of Education, Bilingual Resource Center, Brooklyn, N.Y. Description of Bilingual Programs Funded by Title VII, ESEA. 1973. 24p. ED 081 277.

This pamphlet presents a description of 23 bilingual programs funded by Title VII, ESEA,

in New York City. Information includes a description and list of objectives for each program and the number of participants when applicable.

159. New York City, Board of Education, Bilingual Resource Center, Brooklyn, N.Y. Description of Bilingual Programs Funded by Title I, ESEA. 1973. 21p.

This booklet presents a description of 16 bilingual programs funded by Title I, ESEA, in New York City. Information includes a description and list of objectives for each program.

160. New York City Board of Education, Bilingual Resource Center, Brooklyn, N.Y. Description of Bilingual Programs Funded by Title III, ESEA. 1973. 4p. ED 081 276.

This booklet presents descriptions of three bilingual programs funded by Title III, ESEA: the East Harlem Pre-School, the Bilingual Elementary School Program, and the Bilingual Resource Center. Program objectives are included.

161. New York City Board of Education, Office of Bilingual Education, Brooklyn, N.Y. Building Bridges to Better Bilingual Education. 1973. 15p. ED 081 273.

The primary aim of the program is to promote the linguistic and academic progress of those Title I eligible Spanish-speaking children whose achievement levels are below the grade level of the district and city as a whole. For this purpose it has initiated a teacher-preparation program specifically designed to meet their instructional needs.

162. New York City Education Department, Division of General Education, Albany. Programs Providing Bilingual Education: Title VII -- ESEA (Elementary and Secondary Education Act): Questions and Answers, Participating Schools, Contact Persons. 27p. ED 081 254.

This booklet is designed to acquaint the reader with some of the most basic provisions of ESEA, Title VII and to give him some idea how these funds are currently being used in New York State. The first part provides a general survey of ESEA, Title VII in New York State.

163. Office of Education (DHEW), Division of Compensatory Education, Washington, D.C. A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, N.Y. 1972. 34p. ED 074 869.

This pamphlet describes the Spanish English Developmental Program, one component of Buffalo's overall Title I program. Begun in January 1970, with funds from New York's Urban Education Act, the program seeks to provide bilingual instruction for nearly 1600 students of Spanish origin.

164. Overlan, S. Francis, and others. Papers Presented at the National Equal Education Institute, St. Louis, Missouri, March 1973. 124p. ED 078 116.

Included in this anthology on equal education are two papers dealing directly with Puerto Ricans: (1) "Puerto Ricans and Education," a report prepared by the Puerto Rican Congress and (2) "Training Classroom Personnel in Dealing with Bilingual/Bicultural Children."

165. The Puerto Rican Experience. NJEA Review, 47 (9): 26-29, May 1974.

This article, based on an educational research study, "The Puerto Rican Experience," presented the opinions of superintendents and principals concerning their attitudes on bilingual programs for Puerto Rican students.

166. Puerto Rican Forum, Inc., New York City. Basic Occupational Language Training (BOLT). Final Report. 1969. 121p. ED 055 151.

This 18-month phase of a continuing demonstration project was designed to develop and test a program of English literacy training for Puerto Rican workers.

167. Puerto Rican Forum, Inc., New York City. Project BOLT -- Final Report for the Experimental and Demonstration Phase of the Basic Occupational Language Training Program. 1971. 94p. (Document available from National Technical Information Service, Springfield, Virginia 22151, PB-205 424.)

This program teachers English language skills to Spanish-speaking people, and Spanish language skills to English-speaking people.

168. Rich, Leslie. Transforming Francisco. American Education, 10 (2): 6-11, March 1974.

Puerto Rican students in a Teacher Corps Project reveal the magic that can result by having Spanish speaking children.

169. Rodgers, Ron; Rangel, Diego. Learning For Two Worlds. American Education, 8 (1): 28-32, November 1972.

In Chicago, a bilingual center serving youngsters whose families have immigrated to the United States seeks to harmonize their native culture with their adopted one.

170. Rodriguez, Armando. The Necessity for Bilingual Education. Libraries and the Spanish-Speaking. Wilson Library Bulletin, 44 (7): 724-730, March 1970.

An overview of the education of the Spanish-speaking in the United States, covering the historical and current situation.

171. Saville-Troike, Muriel. Bilingual Children: A Resource Document Prepared for Child Development Associate Consortium, Inc. Washington, D.C., Center for Applied Linguistics, 1973. 153p. ED 082 584.

This resource document presents research on first and second language acquisition, home environments, and other cultural factors that affect the cognitive or affective development of bilingual minority-group children, such as child-rearing practices, styles of learning and coping, and values and attitudes.

172. Seda, Eduardo. Bilingual Education in a Pluralistic Context. Rican, 1 (4): 19-26, May 1974.

Discusses the rationale for bilingual education and for ethnic studies in a culturally pluralistic society.

173. Stabb, Martin S., and others. Conference Report on "Acqui Se Habla Espanol": A Conference on the Role of Educational Institutions in Solving Problems Related to the Identity, Status and Future of Spanish-Speaking Peoples of the United States. University Park, Pennsylvania State University, Latin American Studies Committee, 1972. 48p. (Conference held April 16-17, 1972, at Pennsylvania State University.) ED 071 514.

This conference sought to bring to the attention of a broad audience of educators the problems facing Spanish-speakers of this country. Conclusions drawn were that much more had to be done to aid the Spanish speaking person, especially in the field of bilingual education. Appendixes, which amount to almost half the report, provide a roster of participants, a list of Puerto Rican Studies Programs in the Delaware Valley, a statewide design for bilingual education, and a selected bibliography.

174. "Survival" English Does the Job. Manpower, 2 (12): 8-12, December 1970.

In this program English is taught as a second language, so that Puerto Ricans can meet the necessary language requirements for career development while maintaining their cultural integrity.

175. Silverman, Stuart H. The Evaluation of Language Varieties. Modern Language Journal, 53 (4): 241-244, April 1969.

Bilingualism, English (Second Language), Language Patterns, Language Research, Puerto Ricans, Sociolinguistics, Spanish Speaking, Speech, Tables (Data).

176. Terry, Charles E.; Cooper, Robert L. A Note on the Perception and Production of Phonological Variation. Modern Language Journal, 4: 254-255, April 1969

Bilingualism, English (Second Language), Language Research, Phonological Units, Phonology, Puerto Ricans, Reading Skills, Spanish, Speech Skills, Word Frequency.

177. Williams, George. Some Errors in English by Spanish-Speaking Puerto Rican Children. Cambridge, Mass., Language Research Foundation, 1972. 18p. ED 061 850.

The purpose of the investigation reported in this document is to determine the range of errors in the spontaneous speech of Puerto Rican children of intermediate English ability in order to provide specific information on phonetic and morphological deviations from standard English for use in curriculum development.

178. Wolfram, Walt. Overlapping Influence in the English of Second Generation Puerto Rican Teenagers in Harlem. Washington, Center for Applied Linguistics, Washington, D.C., 1971. 460p. ED 060 159.

This research is an attempt to determine the relative influence of Black English and Puerto Rican Spanish in the speech of Puerto Ricans raised contiguous to the black community in Harlem.

179. Wright, Lawrence. Bilingual Education. Race Relations Reporter, 4 (17): 14-19, September 1973.

Mexican Americans, Bilingual Education, Bilingual Schools, Puerto Ricans, School Integration, Staff Utilization, Remedial Reading, Compensatory Education, Court Litigation.

180. Zirkel, Perry Alan. An Evaluation of the Effectiveness of Selected Experimental Bilingual Education Programs in Connecticut. West Hartford, Conn., University of Hartford, Connecticut Migratory Children's Program, 1972. 175p. (Reprint of doctoral dissertation submitted to the University of Connecticut.) ED 070 326.

The evaluation seeks to compare the experimental bilingual evaluation programs with control group children in three areas: gains in academic abilities in Spanish and English; gains in self concept level; and attitudes that parents have toward themselves at the end of the year.

181. Zirkel, Perry Alan; Greene, John F. The Academic Achievement of Spanish-Speaking First Graders in Connecticut. Hartford, Connecticut State Department of Education, Bureau of Compensatory and Community Educational Services, 1971. 8p. ED 054 275.

This study sought to show that the deficiencies Puerto Rican children show in verbal ability and academic achievement could be corrected if instruction were in Spanish.

C. Reading Instruction

182. Cohen, S. Alan. Diagnosis and Treatment of Reading Difficulties in Puerto Rican and Negro Communities. 1964. 7p. (Paper presented to the Fairleigh Dickinson University Reading Conference, Rutherford, N.J., December 5, 1964.)

In discussing reading difficulties, the author refers to perceptual factors, psycho-social factors, and psycho-educational factors.

183. Labov, William. Some Sources of Reading Problems for Negro Speakers of Non-Standard English. 1966. 40p. ED 010 688.

An attempt is made to supply a systematic basis for the study of the English of black and Puerto Rican children and factual information so that teachers and text writers can design their efforts with these systems in mind.

184. Labov, William, and others. A Preliminary Study of the Structure of English Used By Negro and Puerto Rican Speakers in New York City. New York, N.Y., Columbia University, 1965. 61p.

The general aims of this study are 1) to determine the socially significant variables in English structure which distinguish black and Puerto Rican speakers from the rest of the New York City speech community, and 2) to define those structural and functional con-

flicts of the black and Puerto Rican vernaculars with Standard English which may interfere with the acquisition of reading skills.

185. Labov, William, and others. A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City. Volume II: The Use of Language in the Speech Community. New York City, Columbia University, 1968. 357p.

Discusses the differences in the use of language in the black and Puerto Rican communities in New York City. (Volume I discussed the differences in the structure of non-Standard English and Standard English.

186. Older, Edith. Recall and Printed-Word Recognition of Recently-Taught Emotionally Charged Words as Compared to Recently-Taught Neutral Words. 1971. 16p. ED 058 018.

Ten third-grade Puerto Rican children in New York City, representative of students with reading difficulties from low-income families, were taught emotionally charged or neutral words. The author concluded that the content of reading materials and the methods for teaching them should be revised so that reading deals with events, ideas, and feelings which are emotionally significant to the child. Tables and references are included.

187. Sheldon, William D. Teaching Reading to the Disadvantaged: Progress and Promise. 1970. 19p. (Paper read at the conference of the International Reading Association, Anaheim, Calif., May 6-9, 1970.) ED 045 311.

Discusses teaching reading to black and Puerto Rican children in New York City.

188. Tannenbaum, Abraham J. An Early Intervention Program That Failed. New York, N.Y., Columbia University, Teachers College, 1966. 14p.

The objective of this program was to test whether reading clinic services administered at the beginning of the child's elementary school experience made any difference in his early reading performance. The population consisted of 24 pairs of children matched on age, sex, ethnicity (almost all were lower-class Puerto Ricans and blacks), and the Bender-Gestalt test.

D. Compensatory Education

189. Chicago Public Schools. Compensatory Education in the Chicago Public Schools: Study Report No. Four. Chicago, Ill., 1964. 171p. 53ref.

Minority groups discussed are blacks, Puerto Ricans, Mexican Americans, and Appalachian whites. Subject areas include educational and socioeconomic background of families; analysis of educational implications; programs provided by the schools. Compensatory education programs at the elementary and high school levels are presented.

190. Hawkridge, David G., and others. A Study of Selected Exemplary Programs for the Education of Disadvantaged Children: Part II. Final Report. Palo Alto, Calif., American Institutes for Research in the Behavioral Sciences, 1968. 341p. ED 023 777.

In Part II of this Final Report each of 21 successful compensatory education programs, preschool through grade 12, is described in enough detail to permit a school district to make a preliminary decision about the desirability of attempting a local replication. Most of the programs are inner-city projects for blacks, Puerto Ricans, and Mexican Americans.

191. Walsh, John F.; D'Angelo, Rita. IQ's of Puerto Rican Head Start Children on the Vane Kindergarten Test. Journal of School Psychology, 9 (2): 173-176, 1971.

Comparisons between Vane's standardization sample and the Puerto Rican group yielded no significant differences in full scale scores. On the vocabulary subtest, Puerto Rican subjects earned lower mean scores. On the non-verbal subtests, they scored higher than the normative group.

192. Wolff, Max; Stein, Annie. Factors Influencing the Recruitment of Children Into the Head Start Program, Summer 1965: A Case Study of Six Centers in New York City. 1966. 30p.

Through a home interview questionnaire, data were gathered on 244 families, black and Puerto Rican, one-half Head Start and the other half non-Head Start participants. Comparisons were made between blacks and Puerto Ricans and conclusions drawn as to which mothers more often than not sent their children to Head Start programs.

E. Ethnic Studies

193. Bengelsdorf, Winnie. Ethnic Studies in Higher Education. State of the Art and Bibliography. Washington, D.C., American Association of State Colleges and Universities, 1972. 261p. ED 069 204.

This bibliographic project sought to identify and summarize recent material on ethnic studies in higher education and to determine the state of the art or trend of these studies. Ethnic studies refers to Asian American, black, Chicano, Indian, and Puerto Rican studies, as well as to white ethnic studies such as Polish-American and Jewish studies. Most material listed is arranged by ethnic group, and alphabetically by author within subject categories.

194. Blair, George E., and others. Teaching Ethnic Groups. 1967. ED 003 949.

The major theme of five papers of a panel is the need for teachers to understand the diverse cultures and value systems of their pupils. Two of these articles deal with Puerto Ricans.

195. Bonilla, Eduardo Seda. Cultural Pluralism and the Education of Puerto Rican Youths. Phi Delta Kappan, 53 (5): 294-296, January 1972.

If current efforts to create effective ethnic studies fail, the opportunity to train men with inquisitive minds, humane values, and positive identities may be lost forever.

196. New York State Education Department, Albany. Programs, Services, Materials of the New York State Education Department for Black and Puerto Rican Studies. 1969. 59p. ED 039 278.

This booklet provides a brief descriptive listing of programs and services, and materials and resources for black and Puerto Rican studies available at present, to be available in 1970-71, and in the planning stages. The services described are those of research, advisory, consulting, funding, and supportive categories.

F. Curriculum Guides/Resource Units

197. Batalle, Ana, and others. The Puerto Ricans: A Resource Unit for Teachers. New York, N.Y., B'nai B'rith, Anti-Defamation League, 1972. 65p. (Document available from Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, N.Y. 10061.)

Contents aim to present the Puerto Rican on the Continent as he really is -- his background, his attributes, his problems, his goals -- so we may better understand and respect him. Also included are a bibliography, an annotated list of relevant audio-visual material, and list of sources of information, resources for future investigation and study.

198. Board of Education, New York City. A Guide to the Teaching of Science, For Use With Puerto Rican Pupils in the Secondary School. New York, N.Y., 1957. 172p.

A science curriculum and activities guide for secondary school Puerto Rican students with varying grasps of the English language and U.S. culture. Topics include safety, health, everyday experiences with technology and biology.

199. Board of Education, New York City. Puerto Rican Profiles. New York, N.Y., 1964. 101p.

This curriculum bulletin is devoted to articles and book chapters taken from primary sources dealing with both island and mainland Puerto Rican society. The Puerto Rican in New York City is discussed in relation to problems of adjustment, housing, employment, neighborhood, and school.

200. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils in the First Grade. New York, N.Y., 1955. 154p.

A curriculum and activities guide with suggestions for creating a learning and assimilatory environment with the primary objective being the acquisition of English. Themes include school work and play; home and family life; spring. References (books, films) included.

201. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils in the Second Grade. New York, N.Y., 1956. 131p.

A curriculum and activities guide with suggestions for creating a learning and assimilatory environment with the purpose of stimulating children to learn English. Themes include school, neighborhood and other places, people who work for us. References listed.

202. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils in the Third Grade. New York, N.Y., 1957. 124p.

A curriculum and activities guide with suggestions for creating a learning and orienting environment with the purpose of stimulating the learning of English. Such themes as going places and getting things, living and working in the community. References cited.

203. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils in the Fourth Grade (Experimental Edition). New York, N.Y., 1955. 151p.

A curriculum and activities guide suggesting a learning and orientating environment with a primary purpose the learning of English. (Project sponsored by the New York City Board of Education.) Themes revolve around life in New York City. References included.

204. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils in the Fifth Grade. New York, N.Y., 1956. 184p.

A curriculum and activities guide based on the New York City social studies curriculum and intended for recent Puerto Rican immigrant children and those in a transitional stage in the learning of English. Areas include colonists, the South, Middle West, and West. Reference materials cited.

205. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils in the Sixth Grade. New York, N.Y., 1957. 195p.

A curriculum and activities guide based on New York City social studies curriculum and intended for recent Puerto Rican immigrant children and those in a transitional stage of learning English. Topics include the modern U.S., links with the other Americas and other nations. Reference materials cited.

206. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils: Secondary School Orientation Stage. New York, N.Y., 1957. 126p.

A curriculum and activities guide based on New York City's social studies curriculum and intended for secondary school students in the early stages of learning English. Topics include new school and friends; new surroundings; New York City and State. Reference materials listed.

207. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils: Secondary School Extended-Orientation Stage. New York, N.Y., 1957. 164p.

A curriculum and activities guide based on the New York City social sciences curriculum and intended for Puerto Rican immigrant students insufficiently oriented to U.S. life and insufficiently proficient in English. Topics include traveling, housing, industry. References cited.

208. Board of Education, New York City. Resource Units for Classes with Puerto Rican Pupils: Secondary School Transition Stage. New York, N.Y., 1957 132p.

A curriculum and activities guide based on the New York City social studies curriculum for the 8th grade and intended for classes including Puerto Rican students relatively oriented to life in the U.S. but with insufficient mastery of English. Topics include American people throughout the continent; democracy; American standard of living. Reference materials cited.

209. Board of Education, New York City. Resource Units in the Teaching of Occupations: An Experiment in Guidance of Puerto Rican Teenagers. New York, N.Y., 1956. 157p.

A vocational guide for Puerto Rican students likely to leave school in 9th or 10th grade without mainland standards of communication ability in English. Topics include self evaluation; methods of choosing work; Puerto Rican workers in the U.S.; legal considerations; vocational testing; vocational schools.

210. Board of Education, New York City. Teaching English to Puerto Rican Pupils in Grades 1 and 2. New York, N.Y., 1963. 195p.

Curriculum guide.

211. Board of Education, New York City. Teaching English to Puerto Rican Pupils in Grades 3 and 4. New York, N.Y., 1957. 219p.

Curriculum guide.

212. Board of Education, New York City. Teaching English to Puerto Rican Pupils in Grades 5 and 6. New York, N.Y., 1957. 283p.

Curriculum guide.

213. Board of Education, New York City. Teaching English to Puerto Rican Pupils in the Secondary School. New York, N.Y., 1960. 165p.

Curriculum guide.

214. Carrero, Milagros. Puerto Rico and the Puerto Ricans: A Teaching and Resource Unit for Upper Level Spanish Students or Social Studies Classes. Upper Marlboro, Md., Prince George's County Board of Education, 1973. 89p. ED 085 988.

This unit has sections dealing with the present conditions of the Puerto Ricans, their culture, and historical perspectives. The appendixes include (1) demands of the Puerto Ricans, (2) notable Puerto Ricans, (3) background information for the teacher, (4) legends, (5) Spanglish, (6) Puerto Rican dishes, and (7) sources for information and materials. Also provided is a bibliography of additional sources of information Puerto Rico and Puerto Ricans. Text is in English.

215. Coleman, Joseph G.; Wheeler, Barbara A., Eds. Human Uses of the University: Planning a Curriculum in Urban and Ethnic Affairs at Columbia University. Praeger Special Studies in U.S. Economic and Social Development. New York, N.Y., Columbia University, Urban Center, 1970. 329p. (Available from Praeger Publications, 111 Fourth Avenue, New York, N.Y. 10003.)

Purposes of this project were 1) to recommend directions for the University's future development; 2) to order these recommendations according to priority; 3) to outline structural arrangements and strategies to facilitate their implementation. The report includes discussion of faculty and administration views, student views, black and Puerto Rican community opinions, and national college curriculum in this area, trends in urban studies and learning programs, evolving structure and curricula of Columbia University, and recommendations and conclusions.

216. Cordasco, Francesco; Bucchioni, Eugene. The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals. New Jersey, Scarecrow Press, Inc., Metuchen, N.J., 1972. 465p.

This anthology deals with the following areas concerning Puerto Ricans, both in Puerto Rico and on the mainland: culture, the family, conflict and acculturation, North American schools. Recommendations by the Puerto Rican Study are made for the program in New York City schools.

217. Development Associates, Inc., Washington, D.C. Reading for Fun: A Study of Materials for Mexican and Spanish-American, Puerto Rican, Cuban and Other Latin American Children. 1972. 84p. ED 068 908.

A survey of selected neighborhoods in eight cities was conducted to determine the relevance, availability and utilization of leisure-time reading materials in both English and Spanish for Hispanic-American children. Spanish-speaking children, parents, teachers, librarians, educators and community workers were interviewed in each of the eight cities. Suggested reading materials are included in the appendix.

218. Feeley, Dorothy M. Ethnic Groups in our World Today. Grade 2. Mass., Stoneham Public Schools. 29p. ED 053 010.

This unit has been designed for use in grade two in conjunction with the regular social studies curriculum. It attempts to foster a better understanding of major ethnic groups in the U.S. by presenting information about their history, life styles, culture, etc.

219. Feeley, Dorothy M. Everybody is Somebody. Grade 3. Mass., Stoneham Public Schools. 35p. ED 053 011.

Each section on blacks, Puerto Ricans, American Chinese and American Indian contains: 1) background on their native country including history, geography, culture and life styles, economy, and government; 2) American heritage or background; 3) current views and problems; 4) contributions of the group and specific individuals in politics, exploration, education, athletics, entertainment, humanities, business, and science and technology; 5) suggested activities; 6) student evaluation tips; 7) student and teacher references; 8) audiovisual aids such as filmstrips, music.

220. Feeley, Dorothy M. Learning to Live in Today's World. Grade 1. Mass., Stoneham Public Schools. 18p. ED 053 009.

This curriculum unit has been designed for use in grade one in conjunction with the regular social studies curriculum. It attempts to foster a better understanding of the major ethnic groups in the U.S. by presenting information about their history, life styles, culture, and so forth.

221. Johnson, Kenneth R. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit IV: The Culturally Disadvantaged Mexican-American, Puerto Rican, Caucasian, and American Indian Pupil. Chicago, Science Research Associates, Inc., 1967. 34p. ED 029 932.

The fourth in a series of teacher education units on the disadvantaged pupil discusses Mexican Americans, Puerto Ricans, Appalachians and Southern white migrants, and American Indians. For a discussion of Puerto Ricans, the reader is referred to Part III: The Culturally Disadvantaged Puerto Rican Student, pp. 13-18.

222. Joseph, Stephen M., Ed. The Me Nobody Knows: Children's Voices From the Ghetto. New York, Avon Books, 959 Eighth Ave., New York, N.Y. 10019. 1969. 139p.

A compilation of childrens' writings, ages seven to eighteen, mostly black and Puerto Rican, from ghetto areas in New York such as Bedford-Stuyvesant, Harlem, Jamaica, and the lower east and west sides.

223. Lopez, Adalberto. Puerto Ricans and the Literature of Puerto Rico. Journal of Ethnic Studies, 1 (2): 56-65, Summer 1973.

A brief critical review of available Puerto Rican literature that is relevant for consideration by Puerto Rican studies programs.

224. Moore, G. Alexander. Urban School Days: Selected Days in Urban Elementary School Life. New York, N.Y., Teachers and Resources for Urban Education, Hunter College, 1964. 274p.

This is a guide for prospective urban elementary school teachers, with little or no knowledge of urban schools, minority groups, or ghetto life. Classes in three schools were observed; daily routines, conversations and incidents were recorded. Interpretive discussions follow the observations.

225. New York City Board of Education, Brooklyn. Puerto Rican Studies: Related Learning Materials and Activities in Social Studies for Kindergarten, Grade 1 and Grade 2. Curriculum Bulletin No. 6, 1972-73 Series. Brooklyn, N.Y., New York City Board of Education, Bureau of Curriculum Development, 1973. 246p. (Document available from Board of Education of the City of New York, Publication Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201.)

Intended as a supplement to the social studies program in the kindergarten through the second grade, this bulletin suggests teaching materials and activities in Puerto Rican studies to provide young children with knowledge of the history, customs, values and contributions of the Puerto Rican people.

226. New York City Board of Education, Bilingual Resource Center, Brooklyn. Materials Used in Bilingual Programs. 1973. 17p. ED 078 721.

This list of instructional materials used in bilingual programs includes textbooks, educational materials, and audiovisual aids used in the various school districts of New York City.

227. New York City Board of Education, Brooklyn, N.Y. Puerto Rican Profiles, Resource Materials for Teachers. 1964. 96p. ED 002 212.

The large influx of Puerto Rican residents into New York City has been most deeply felt in the school system. Gathered here is information about Puerto Rican life, both in Puerto Rico and New York to help facilitate better student-teacher relationships.

228. Stone, James C.; DeNevi, Donald P., Eds. Teaching Multi-Cultural Populations: Five Heritages. 1971. 497p. (Book available from Van Nostrand Reinhold Co., 450 W. 33 St., New York, N.Y. 10001.)

This book is an attempt to help fill the tremendous gap that presently exists between teachers' will to become more skillful with multicultural student populations and the as yet short supply of the quality materials they need in order to do so. In general, each cultural heritage is explored according to a scheme beginning with a broad cultural-historical view of the group, extending to a familial focus, and ending with the child. An extensive appendix of further resources is included at the end of the volume.

229. Wall, Muriel, Comp. Audio Visual Aids to Enrich the Curriculum for the Puerto Rican Child in the Elementary Grades, Part I and Part II. New York, N.Y., City

University, Hunter College, 1971. 33p. ED 049 659.

An annotated list of more than 60 records and tapes for use in the curriculum, as well as lists of distributors of sheet music, records, tapes, films and filmstrips.

G. Counseling and Personnel Services

230. Aspira Today, Accountability Tomorrow. Personnel and Guidance Journal, 50 (2): 109-116, October 1971.

An interview highlighting the need for better counseling for Puerto Rican youngsters is presented.

231. Backner, Burton L. Counseling Black Students: Any Place For Whitey? Journal of Higher Education, 41 (8): 630-637, November 1970.

Although most black and Puerto Rican students in SEEK (Search for Education, Elevation, and Knowledge), a special program, related well with their white counselors, author believes black and Puerto Rican counselors would better apply their ethnic background, understanding ideas.

232. Pollack, Erwin; Menacker, Julius. Spanish-Speaking Students and Guidance. Guidance Monograph Series 6: Minority Groups and Guidance. Boston, Mass., Houghton Mifflin Co., 1971. 86p.

A primary source of the failures of Puerto Rican immigrant children in mainland schools stems from misunderstanding of the subtleties of manners and customs to which these children are accustomed in Island schools. This same misunderstanding also accounts for failures to involve parents. Chapters three, five, six and seven describe some of these subtle customs and offer specific concrete suggestions for guidance personnel working with Puerto Rican immigrant students.

233. Rivera, Marie. Culture Conflicts Among Puerto Rican College Students. New York State Personnel and Guidance Journal, 8 (1): 19-24, 1973.

There is a crucial need to provide counseling services which meet the specific needs of Puerto Rican students. In order to understand the reality of the Puerto Rican community, many factors must be examined. Decisive among these are language and culture.

234. Rustin, Stanley L; Del Toro, Maria. The Two Worlds of the Puerto Rican College Student. New York State Personnel and Guidance Journal, 8 (1): 25-29, 1973.

Experience in counseling Puerto Rican college students reveals conflicts between traditional Puerto Rican values and middle class American values, personal identity confusion, and sexual role conflicts. This paper reviews the means a group of Puerto Rican students used to resolve such conflicts while attending an urban college.

235. Silva, Milton N. Counseling Patterns With Puerto Ricans. In: Learning to Change, A Social Imperative; Adult Student Personnel Association, Inc.; Convention Proceedings. 7th, December 6-8, 1969. 64p. ED 038 588.

Papers on student personnel work in university extensions are presented, with particular reference in this article to counseling Puerto Rican students.

SECTION V: SOCIOLOGICAL ANALYSIS

A. General Information

236. Antonovsky, Aaron. Aspirations, Class and Racial-Ethnic Membership. Journal of Negro Education, 36 (4): 385-393, Fall 1967.

Compares the academic aspirations of blacks, Puerto Ricans and whites.

237. Bayley, Nancy. Comparisons of Mental and Motor Test Scores for Ages 1-15 Months by Sex, Birth Order, Race, Geographic Location, and Education of Parents. Child Development, 36: 379-411, June 1965.

Mental and motor tests scores on a "relatively heterogeneous" and representative population of infants aged 1 to 15 months are analyzed to determine possible effects of such variables as race, sex, birth order, geographical location or parental ability. Fifty-five percent of sample were white (with 5% Puerto Rican subsample), 42% black, 2.3% other.

238. Bendiner, Elmer. Outside the Kingdom of the Middle Class: Review on La Vida by Oscar Lewis. The Nation, 22-23, January 1967.

A critique of Lewis' La Vida.

239. Berle, Beatrice B. 80 Puerto Rican Families in New York City. New York, Columbia University Press, 1958. 331p.

A study of health and related problems of 80 Puerto Rican families living in a New York City slum. The 80 families were chosen from a group of families with sickness. A few of the topics are migration, family organization, housing, language and communication, and welfare.

240. Bishops Committee for the Spanish Speaking, San Antonio, Texas. Proceedings of the Eleventh Conference of the NCCSS. 1962. 104p. ED 002 390.

A report of a conference on the aspects of the problems of Spanish-speaking migrants and residents of Mexican, Puerto Rican, and Cuban origin are presented.

241. Brody, Eugene B. Minority Group Adolescents in the United States. Maryland, Williams & Wilkins Co., Baltimore, Md., 1968. 243p.

Discussed in the respective identity crises of Puerto Rican teenagers in New York City,

urban Mexican Americans in East Los Angeles, Chinese adolescents in San Francisco, Japanese Americans, and the Kiowa-Apache Indian male. Also addressed are the relationship between minority group status and behavioral disorganization, the concept of adolescents as a minority group in an era of social change, the problems of the black adolescent in the 70's, and the reasons for the increase in need for psychiatric treatment among middle class adolescents.

242. Cabranes, Jose A. Careers in Law for Minorities: A Puerto Rican's Perspective on Recent Developments in Legal Education. Journal of Legal Education, 25 (4): 447-458, 1973.

Higher Education, Minority Groups, Career Choice, Lawyers, Law Schools, Law Instruction, Puerto Ricans, Educational Development, Equal Opportunities (Jobs).

243. Chicago Board of Education, Ill. Puerto Rican Culture As It Affects Puerto Rican Children in Chicago Classrooms. 1970. 20p. ED 052 277.

This publication was prepared for the purpose of developing better understanding and greater appreciation between the Puerto Rican child who enrolls in the Chicago public schools and his classroom teacher.

244. Cohen, Raquel E. Principles of Preventive Mental Health Programs for Ethnic Minority Populations: The Acculturation of Puerto Ricans to the United States. American Journal of Psychiatry, 128 (12): 1529-1533, June 1972.

Acculturation, Cultural Differences, Mental Health, Mental Health Programs, Prevention, Program Planning, Puerto Ricans, Social Values.

245. Congress of the U.S., House Committee on the Judiciary, Washington, D.C. Education of the Spanish Speaking. Hearings Before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary, House of Representatives, Ninety-Second Congress, Second Session on Reports of the U.S. Commission on Civil Rights. Serial No. 35. 1972. 105p. ED 071 803.

These hearings, held June 8 and 14, 1972, documented the effects of educational policies which have simultaneously forced ethnic isolation and Anglo conformity upon Mexican American and Puerto Rican students.

246. Cooper, Paulette, Ed. Growing Up Puerto Rican. New York, Arbor House Publishing Co., Inc., 757 Third Ave., New York, N.Y. 10017, 1972. 186p.

Contained here are the narratives of 17 Puerto Rican young adults, describing the major events in their life histories to the editor. They were interviewed in their homes and schools, at work, and in the streets.

247. Cordasco, Frank M. Another Face of Poverty; La Vida: A Puerto Rican Family in the Culture of Poverty. 1968. 19p. (Reprinted from Phylon, 29: 88-92, Spring 1968.)

Including two other articles: "Puerto Rican Pupils and American Education," School and Society, 95: 116-119, February 1967, and "Studies of Puerto Rican Children in American Schools," Congressional Record, 113, October 1967.

248. Cordasco, Frank M. The Puerto Rican Family and the Anthropologist -- OscarLewis, "La Vida," and the Culture of Poverty. Review Article, Urban Education, 3 (1): 32-38, 1967.

Questions are raised in this book review of "La Vida" about Oscar Lewis' concept of the "culture of poverty" and about the typicality of the Rios family, an issue central to the validity of the book's conclusions. Fears are expressed about the popularization of the book's findings and their widespread application.

249. Cordasco, Francesco; Galatioto, Rocco G. Ethnic Displacement in the Interstitial Community: The East Harlem Experience. Phylon, 31 (3): 302-312, Fall 1970.

An analysis of the history of East Harlem reveals the manner in which successive waves of ethnic groups immigrating to this area have displaced each other without merging.

250. Feldman, Leonard. Portrait of Poverty. Welfare in Review, 5 (6): 14-16, June-July 1967.

Review of Oscar Lewis' "La Vida."

251. Fitzpatrick, Joseph P. The Adjustment of Puerto Ricans to New York City. In: Minorities in a Changing World, Edited by Milton L. Barron, Chapter 19, pp277-278. New York, N.Y., Alfred K. Knopf, Inc., 1969.

This account of the difficulties surrounding Puerto Rican immigration sets up dichotomies of racism vs. Puerto Rican cultural adjustment, cross-cultural misunderstanding, upset of routine for native New Yorkers. Author expresses hope on the following bases: Puerto Rican solidarity (the result of their scapegoat role), emerging attitudes regarding cultural pluralism, support of Puerto Rican population by religious sources, close link between U.S. and Puerto Rico, Puerto Rican tradition of intermarriage, intermingling.

252. Fitzpatrick, Joseph P. Delinquency and the Puerto Ricans. New York, Commonwealth of Puerto Rico, Migration Division, Department of Labor, New York, N.Y., 1963. 18p.

An address given at Fordham University School of Business, October 1959.

253. Fitzpatrick, Joseph P. Intermarriage of Puerto Ricans in New York City. The American Journal of Sociology, 395-406, January 1966.

This study is an effort to determine the rate of assimilation of Puerto Ricans in the United States on the basis of marriage behavior.

254. Fitzpatrick, Joseph P. Oscar Lewis and the Puerto Rican Family. America, 778-779, December 1966.

Review of Oscar Lewis' "La Vida."

255. Fitzpatrick, Joseph P. Puerto Rican Americans: The Meaning of Migration to the Mainland. Ethnic Groups in American Life Series. 1971. 215p. (Book available from Prentice-Hall, Inc., Englewood Cliffs, N.J.)

The focus of the present study is the quest of the Puerto Ricans for identity. Chapters include a discussion of the Puerto Rican community in New York City in the following contexts: 1) the family, 2) the problem of color, 3) religion, 4) the schools, 5) welfare, 6) mental illness, and 7) drug abuse.

256. Fitzpatrick, Joseph; Gould, Robert E. Mental Illness Among Puerto Ricans in New York: Cultural Condition or Intercultural Misunderstanding? 1970. 28p. (Based on a Task Force paper prepared for the Joint Commission on Mental Health for Children; An Orthopsychiatric Association paper, 1970.)

Attempts to explain why an abnormally high rate of schizophreniz has been observed among Puerto Ricans in New York.

257. From Puerto Rico to Pennsylvania -- Culture Shock in the Classroom. Pennsylvania Education, 2 (9): 22-29, May 1971.

Describes the educational impact of the migration of Puerto Rican children into Pennsylvania, and the development of programs for them under Titles I and VII of the Elementary and Secondary Education Act.

258. Gecas, Viktor, and others. Social Identities in Anglo and Latin Adolescents. Social Forces, 51 (4): 477-484, June 1973.

Four identities were explored in terms of salience, frequency, and valence: gender, religion, family, and peer. For both males and females in Latin and Anglo cultures, gender emerged as the most prominent identity. Social and cultural differences between the two cultures were considered as explanations for variations in adolescent identity structures.

259. Glazer, Nathan. One Kind of Life: La Vida: A Puerto Rican Family in the Culture of Poverty, by Oscar Lewis. Books in Review, 83-85, February 1967.

Presents a critique of Lewis' book.

260. Glazer, Nathan. The Puerto Ricans; A Commentary Report. Commentary, 36: 1-9, July 1963.

This sociological description of Puerto Ricans living in New York City was adapted from a section of Beyond the Melting Pot, by Glazer and Moynihan.

261. Glazer, Nathan; Moynihan, Daniel P. The Puerto Ricans. In: Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, and Irish of New York City. Cambridge, Mass., MIT and Harvard University Press, 1963, pp86-136.

Discusses Puerto Ricans in New York City from a sociological perspective, highlighting information about the Island and the migration to the mainland.

262. Goldberg, Gertrude S.; Gordon, Edmund W. Puerto Rican Migrants on the Mainland of the United States. New York, Yeshiva University, ERIC Clearinghouse on the Disadvantaged, 1968. 12p. ED 021 941.

This bulletin consists primarily of a review of research which examines the social science literature dealing with Puerto Ricans on the island as well as the mainland, and two reviews, one of Oscar Lewis' La Vida, and Piri Thomas' Down These Mean Streets.

263. Gonzalez, Agustin; Luckett, JoLeigh. Experimental Group Treatment with Puerto Rican Newcomers. New York, N.Y., Puerto Rican Family Institute, 1960. 7p. (Paper read at the All Day Institute on Social Work Practice, Columbia University, November 5, 1960.)

Describes an experimental program of treatment for a group of Puerto Rican adolescents and their families, with emphasis on the significance of the shift from the extended family group (and social group) pattern in Puerto Rico to the break in this pattern in New York.

264. Gottlieb, David; Heinsohn, Annie L., Eds. America's Other Youth: Growing Up Poor. 1971. 216p. (Book available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey.)

Contents of Part I, Puerto Rican Youth, include: excerpts from "Two blocks apart: Jan Gonzales and Peter Quinn," C. Mayerson; "Up from Puerto Rico," E. Padilla; "Spanish Harlem," P. Sexton; and "Poverty on the lower east side . . .," P. Montgomery.

265. Greene, John F.; Zirkel, Perry Ann. The Family Background of Puerto Rican Students: An Analysis of Educationally Relevant Variables. 1971. 23p. ED 073 189

The purpose of this study was to construct a data base concerning the home background of Puerto Rican students as it relates to present and potential educational programs. The focus was on parental perceptions of educationally relevant variables in the hopes of improving the planning and implementation of educational programs by school and community groups to better the needs of Puerto Rican people.

266. Greene, John F.; Zirkel, Perry A. The Validation of an Instrument to Assess Attitudes Toward the Puerto Rican, Black-American and Anglo-American Cultures. 1973. 20p. (Paper presented at American Educational Research Association Annual Meeting, Chicago, Ill., April, 1974.

The purpose of this study was to determine the reliability of the Tri-Cultural Attitude Scale (TAS). Conclusions drawn were that the TAS appears to be a positive step toward meeting the need for adequate affective assessment in bilingual/bicultural and other culturally pluralism educational projects in the early grades.

267. Handlin, Oscar. The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis. Cambridge, Mass., Harvard University Press, 1959. 171p.

Oscar Hamilton sees the likelihood of healthy development for both Puerto Ricans and blacks if New York holds to its tradition of diversity. Topics discussed are historical background, patterns of adjustment, forms of social action. Tables and charts are included.

268. Handlin, Oscar. Reader's Choice. The Atlantic Monthly, 216: 138-144, October 1965.

A review of Oscar Lewis' La Vida.

269. Harrington, Michael. Everyday Hell. The New York Times Book Review, pp. 1 and 92, November 1966.

Reviews Oscar Lewis' La Vida.

270. Hendricks, Glen L. La Raza en Nueva York: Social Pluralism and Schools. 1971. 25p. (Paper presented at the annual meeting of the Society for Applied Anthropology, Miami, Florida, April 8, 1971.) ED 051 329.

Discusses the size and diversity of the Hispano-American population of New York City. There is considerable discussion about the Puerto Rican community, both from a sociological as well as an educational perspective.

271. Henriques, Fernando. A Review of La Vida by Oscar Lewis. London Magazine, 7: 85-88, October 1967.

272. Hentoff, Nat. Life Near the Bone. The New Yorker, March 1967.

Review of Oscar Lewis' La Vida.

273. Hoboken Board of Education, N.J. Assimilation Thru Cultural Understanding. ESEA Title III -- Phase III. Part II: Narrative Report, Application for Continuation Grant. Part III: Projected Activities. Attachments. 1969. 56p. ED 033 185.

This is an application to continue the implementation of such Phase II goals as the identification, assessment and further development of 1) the potential of culturally handicapped children; 2) a productive community and classroom rapport; 3) an effective bilingual curriculum.

274. Hoboken Board of Education, New Jersey. Assimilation Thru Cultural Understanding. ESEA Title III -- Part II: Narrative Report. Application for Continuation Grant. 1968. 19p. ED 024 712.

Described here is the project of the Board of Education of Hoboken, New Jersey, for improving the assimilation of Puerto Rican and foreign born students. This project has included inservice teacher education, community programs, curriculum development, special school programs, and staff visits to Puerto Rico.

275. Horowitz, Irving Louis. Nuerte en Vida. Trans-Action, 50-52, March 1966.

Review of Oscar Lewis' book, La Vida.

276. Howard, John R., and others. Puerto Ricans. In: Awakening Minorities: American Indians, Mexican Americans, Puerto Ricans. Trans-action Book 18, Part III, pp. 123-191. Aldine Publishing Co., 1970.

Articles by Howard, Oscar Lewis, Arthur Liebman, deal with sociological descriptions of Puerto Rican life in New York.

277. Ianni, Francis A. J. New Mafia: Black, Hispanic, and Italian Styles. Society, 11 (3): 26-39, March/April 1974.

To research the nature of organized crime in America, a major study using anthropological field work techniques was undertaken: although focus was on the patterns of blacks and Hispanic crime activities, previous research on Italian-American patterns was utilized for comparison.

278. Jones, Isham B. The Puerto Rican in New Jersey: His Present Status. Newark, N.J., State Department of Education, Division Against Discrimination, 1955. 48p.

Includes a discussion of the population, housing, health and general living conditions, school relations, relations with welfare agencies and institutions, the community, Puerto Rican workers. Tables and statistics are provided.

279. King, Lourdes Miranda. Puertorriquenas in the United States: The Impact of Double Discrimination. Civil Rights Digest, 6 (3): 20-28, Spring 1974.

Describes the Puerto Rican woman in the United States as trapped between two forces: the economic and political powerlessness of Puerto Ricans in general, and the sex role socialization which so often prevents the development of her potential.

280. Kuschman, William E. Training Program for Community Service Leadership Through Native Culture Internships. Title I Project Proposal. DeKalb, Ill., Northern Illinois University, 1968. 26p.

This project was designed to train community personnel in assuming leadership roles for helping Puerto Rican immigrants make effective transitional adjustments to the unfamiliar environments of central-city Chicago neighborhoods. Internships took place in Puerto Rico.

281. Lane, James B. Beating the Barrio: Piri Thomas and Down These Mean Streets. English Journal, 61 (6): 814-823, September 1972.

Extensive discussion of Puerto Rican culture and Thomas' life as depicted in his book.

282. Lewis, Oscar. La Vida. A Puerto Rican Family in the Culture of Poverty -- San Juan and New York. New York, N.Y., Random House, 1966. 669p.

Presents a sociological study in the form of first-person narratives of Puerto Ricans living in New York and San Juan.

283. Lewis, Oscar. Puerto Ricans. I'm Proud to Be Poor. In: The Aliens: A History of Ethnic Minorities in America, Edited by Leonard Dinnerstein and Frederick Jaber, pp. 322-332. New York, N.Y., Meredith Corp., 1970.

A chapter from Oscar Lewis' La Vida. From the point of view of his narrator, Lewis raises issues of prejudice, politics, values, and especially the changing attitudes (assimilatory) of the young Puerto Rican immigrant.

284. Manaster, Guy J.; Ahumada, Isa. Cultural Values in Latin and North American Cities. Journal of Cross-Cultural Psychology, 2 (2): 197-202, June 1971.

Study was conducted among adolescents in Puerto Rico, and replicated earlier studies in Buenos Aires and Chicago. Implications were drawn from frequencies in San Juan and compared with the Latin "passive" pattern in Buenos Aires and the North American "active" pattern in Chicago.

285. Mapp, Edward, Ed. Puerto Rican Perspectives. 1974. 171p. (Book available from Scarecrow Press, Inc., 52 Liberty St., P.O. Box 656, Metuchen, N.J. 08882.)

The contents of this compendium are organized in four parts, as follows: "From Education;" "From the Arts;" "From the Community;" "From the Individual."

286. Marie, Sister Thomas. Puerto Rican Culture. n.p. 9p.

Describes family relationships in Puerto Rico. An understanding of traditional Puerto Rican family customs would be helpful to the teacher working with Puerto Rican children and parents.

287. Mayerson, Charlotte Leon, Ed., and others. Puerto Rican Youth. In: America's Other Youth. Growing Up Poor, Edited by David Gottlieb and Anne L. Heinsohn, pp. 3-31. Englewood Cliffs, N.J., Prentice-Hall, Inc., 1971.

An excerpt from Mayerson's Two Blocks Apart. A narrative from the point of view of a bright Puerto Rican youth. He talks of life in the ghetto, experiences in school, and vocational aspirations.

288. Mills, C. Wright, and others. The Puerto Rican Journey. New York's Newest Migrants. New York, Russell & Russell, 1950. 247p.

Describes not only the migration of Puerto Ricans to the mainland but also offers a sociological description of life on the mainland. Also included are questions asked respondents in this study, description of the sample, and tables and charts.

289. Mobilization for Youth, New York City. The Lower East Side Story: Emphasizing the Mobilization Area. New York, N.Y., n.p., 1962. 67p.

This report reviews the Lower East Side of New York City as a background for a contemporary picture of the area in which Mobilization for Youth operates. The various immigrant groups, Irish, German, Chinese, Jewish, Italian, Puerto Rican and black, are described as they replace or successively interact with each other.

290. Monserrat, Joseph. Education and the Puerto Rican Child. In: Conflicts in Uban Education, Edited by Sheldon Marcus and Harry Rivlin, Chapter 9, pp149-159. New York, N.Y., Basic Books, Inc., 1970.

More than other urban children, the Puerto Rican children of New York City are doing poorly in school. This author contends that the source of the problem is not culture, not language, but a reflection of the national attitude toward immigrants -- unwelcoming. Among topics: language, culture, values, religion, generation differences, within-group differences of our newest immigrants.

291. Monserrat, Joseph. An Interview with Joseph Monserrat. Rican, 3: 38-47, Spring 1973.

Puerto Ricans, Leadership Qualities, Puerto Rican Culture, Migration Patterns, Migrants, Migrant Problems, Migrant Employment, Public Officials, Administrator Attitudes.

292. Monserrat, Joseph. A Puerto Rican Family. Natural History, 76 (4): 70, 72, April 1967.

A review of Oscar Lewis' book La Vida.

293. Moore, Barrington, Jr. In the Life. A Review of La Vida by Oscar Lewis. New York Book Review, 3-4, June 1967.

294. Murphy, Betty. The Mean Streets of Harlem. VISTA Volunteer, 3 (9): 18-25, September 1967.

An interview with Piri Thomas, author of Down These Mean Streets.

295. Myers, George C. The Elusive Male: Some Methodological Notes on Survey Research Design. Public Opinion Quarterly, 33: 255-259, Summer 1969.

Fatherless Family, Housing, Lower Class, Males, Middle Class, Puerto Ricans, Research Design, Research Problems.

296. New York City Board of Education, Brooklyn. Puerto Rican Profiles. Resource Materials for Teachers. 1964. 96p.

Provides resource materials in the form of background information on Puerto Rico as well as life in New York City for Puerto Ricans.

297. Nielsen, Keith E. A Classroom-Field Model of Inter-Ethnic Communication. 1972. 23p. (Paper presented at the Annual Meeting of the Western Speech Communication

Association, Honolulu, November 1972.) ED 078 487.

The BLBC (bilingual/bicultural) model of inter-ethnic communication is an effective method for bridging the instructional "gap" between classroom education and field experiences.

298. Olivero, Carmen Garcia. Study of the Initial Involvement in the Social Services by the Puerto Rican Migrants in Philadelphia. New York, N.Y., Vantage Press, Inc., 1968. 316p.

A Puerto Rican social worker and researcher asked why Philadelphia Puerto Rican immigrants do not respond to social service agencies.

299. Pallone, Nathaniel J., and others. Further Data on Key Influencers of Occupational Expectation Among Minority Yough. Journal of Counseling Psychology, 20 (5): 484-486, September 1973.

When Puerto Ricans, black and white girls ranked adults who influenced them in their occupational selections, least similarity occurred between whites and Puerto Ricans, and almost no difference occurred between blacks and Puerto Ricans or blacks and whites.

300. Pennsylvania State Advisory Committee to the U.S. Commission on Civil Rights, Harrisburg. In Search of a Better Life: The Education and Housing Problems of Puerto Ricans in Philadelphia. 1974. 57p. ED 099 433.

In early 1972, the Pennsylvania State Advisory Committee to the U.S. Commission on Civil Rights turned its attention to the growing Puerto Rican population in Philadelphia, a population estimated to be anywhere from 30,000 to 125,000. A two-day open meeting or informal hearing was held on June 6 and 7, 1972, to look at two major problem areas for Puerto Ricans in Philadelphia -- education for their children, and housing for their families.

301. Pennsylvania State Department of Instruction, Harrisburg. Bureau of General and Academic Education. Assimilation Thru Cultural Understanding. ESEA III - Project I. Operation Assimilation Through Cultural Understanding. 1968. 24p. ED 024 713.

This project aided acculturation by giving school staffs an "in-depth experience" in Puerto Rico. It was felt that this would result in attitudinal changes, curriculum and instructional innovations, and improved rapport within the community.

302. Poggio, John P.; Nuttall, Ronald L. Assessing the Personality Structure of the Puerto Rican Secondary School Student. 1970. 28p. (Paper presented at the AERA meeting, Minneapolis, March 3, 1970.)

Results of this study indicated that the Puerto Ricans are more like Americans than like British, and are generally less excitable, less dominant, less enthusiastic, more esthetically sensitive, less individualistic, less guilt-prone, and have greater will power than either the American or British samples.

303. Preble, Edward. The Puerto Rican -- American Teenager in New York City. In: Minority Group Adolescents in the United States, Eugene B. Brody, Chapter 3, pp48-72. Baltimore, Md., Williams & Wilkins Co., 1968.

Covers the following topics: history and culture of Puerto Rico; Puerto Rican migration to New York; relations between Puerto Ricans and non-Puerto Ricans; racial identity, physical conditions, education and employment and the family in relation to the adolescent Puerto Rican in New York City.

304. Pritchett, V.S. Spilling the Beans. New Statesman, 74 (404), September 29, 1967.

A review of Oscar Lewis' La Vida.

305. Puerto Rican Community Development Project, Inc. Block Organization Program. Achievement Report, 1966-67. 59p.

The purpose of the existence of the PRCDP, Inc., is to strengthen the organizational fabric of the Puerto Rican community, that is, the individual and collective lives of Puerto Ricans in New York City.

306. The Puerto Rican Family Institute, New York City. Project to Preserve the Integration of the Puerto Rican Migrant Family. New York, N.Y., 1965. 21p.

Describes this project, the purpose of which is to establish a family oriented service agency in order to prevent disintegration of the Puerto Rican migrant family by offering preventive and counseling services.

307. Puerto Rican Youth Speaks Out. Personnel and Guidance Journal, 50 (2): 91-95, October 1971.

An edited interview presents some frank, forthright responses relating to a great variety of concerns, from culture and stereotyping to poverty and tokenism.

308. Puerto Rican State Department of Education, Hato Rey. The Puerto Rican Child in His Cultural Context. 1965. 408p. (Speech delivered at Hotel Barranquitas, Puerto Rico, November 19, 1965.)

This transcript of a conference on the culture of the Puerto Rican child contains four papers and the participants' subsequent discussion. Papers are by Hagel Stanton, Paul Mussen, Oscar Lewis, and Father Joseph Fitzpatrick. Much of the discussion deals with the educational implications of the issues which the papers raise.

309. Renek, Morris. New Windows on Poverty. New Republic, 23-25, December 1966.

A review of Oscar Lewis' book La Vida.

310. Rodriguez, Clara. Puerto Ricans and the Melting Pot. Journal of Ethnic Studies, 1 (4): 89-98, Winter 1974.

A critique of Glazer and Moynihan's second edition of "Beyond the Melting Pot," with specific reference to remarks made about the Puerto Rican community in their introduction.

311. Sanjur, D., and others. Milk Consumption Patterns of Puerto Rican Preschool Children in Rural New York. American Journal of Clinical Nutrition, 24 (11): 1320-1326, November 1971.

Dietetics, Eating Habits, Food Standards, Nutrition, Preschool Children, Puerto Ricans, Sampling.

312. Scott, Joseph W. Sources of Social Change in Community, Family, and Fertility in a Puerto Rican Town. The American Journal of Sociology, 72 (8): 520-530, March 1967.

This research attempts to test a hypothesis raised by Hill, Stycos, and Back in The Family and Population Control, namely, that their "folk-urbanity" typology yielded eight types arrayed along a continuum created by combining the properties of rural-urban residence, type of marital union, and amount of education. They found that "the array of family types on the urbanity scale predicts reasonably well the number of children in the family."

313. Seda, Eduardo. Ethnic Studies and Cultural Pluralism. 1970. 22p. (Paper presented at the 39th International Congress of Americanists, Lima, Peru, July 1970.)

Discusses adaptation in the United States of the racial minorities: blacks, Indians, Mexican Americans and Puerto Ricans.

314. Senior, Clarence. The Puerto Rican in the United States. In: Understanding Minority Groups, Joseph B. Gittler, Ed. New York, John Wiley & Sons, 1956, pp109-125.

Provides a sociological and psychological analysis of the Puerto Rican on the island and and on the mainland.

315. Senior, Clarence. The Puerto Ricans. Strangers -- Then Neighbors. New York, N.Y., Freedom Books, 1961. 94p.

Dealt with ethnocentrism, xenophobia, and internal migration -- how they are related to the stereotypes held of Puerto Ricans. Also discussed are ways in which schools can facilitate receiving, orienting, and accepting Puerto Rican pupils, which includes the roles of the principal, community, parents, and students and parents.

316. Sexton, Patricia Cayo. Learning in Spanish Harlem. In: Urban Education and Cultural Deprivation, C.W. Hunnicutt, Ed., pp51-60. Syracuse, N.Y., Syracuse University, Division of Summer Sessions, 1964.

Discusses Spanish Harlem in relation to New York City with special emphasis on various aspects of the community itself and how to mobilize its inhabitants.

317. Sexton, Patricia Cayo. Spanish Harlem. Anatomy of Poverty. New York, Harper & Row, 1965. 208p.

The authro spent two years in East Harlem (Spanish Harlem) talking with its residents in order to present this composite view of its schools, urban renewal, religion, power structure, self-help groups and community organization.

318. Suttles, Gerald D. The Puerto Ricans and the Mexicans. In: The Social Order of the Slum. Ethnicity and Territory in the Inner City, Chapter 8, pp139-152. Chicago, University of Chicago Press, 1968.

An ethnography of the Addams section of Chicago, comprised of four distinct minorities: Italians, Puerto Ricans, blacks, Mexican Americans. The author describes the lifestyle of these peoples. Puerto Ricans, fewest in number and the most recent arrivals have been relegated to two streets where the size of the buildings precludes local ownership. Also discusses lack of facilities necessary to carry on cultural traditions.

319. Siegel, Arthur I. The Social Adjustment of Puerto Ricans in Philadelphia. Journal of Social Psychology, 46: 99-110, 1957.

Discusses the social adjustments of Puerto Ricans in the areas of language adjustment, medical adjustment, religious adjustment, general urban adjustment, communication, adjustment to police and laws, leadership, occupations and occupational aspirations, and vocational aspirations.

320. Thomas, Piri. A Puerto Rican Describes a Nightmare Night in 'Mi Barrio.' New York Times Magazine, August 13, 1967. 7p.

A personal account of a night in riot-torn East Harlem.

321. Thomas Marie, Sister. Understanding the Puerto Rican and His Family. 1964. 10p. ED 011 264.

An understanding of traditional Puerto Rican family customs and basic differences between Puerto Rican and other life styles should help professional workers solve the problems created by migration to the United States.

322. Wakefield, Dan. Island in the City: Puerto Ricans in New York. New York, Corinth, 1959. 283p.

A detailed description of Spanish Harlem.

323. Webster, Staten W. Knowing and Understanding the Socially Disadvantaged Ethnic Minority Groups. 1972. 490p. (Available from International Textbook Co., Scranton, Pennsylvania 18515.)

The book is divided into four sections. Each section begins with a brief introduction, followed by a photo-illustrated interview, which took place between the editor and a person who was a member of the group treated in that section. The author hopes that the sections in this book will help readers become more knowledgeable of the background, problems, and life styles of selected ethnic minority groups.

324. Weissman, Harold H., Ed. Community Development in the Mobilization for Youth Experience. New York, N.Y., National Board of Young Mens Christian Association, 1969. 190p. (Document available from Association Press, 291 Broadway, New York, N.Y. 10007.)

Topics include 1) an overview of the community development program; 2) a case history of a block association; 3) the housing program 1962-67; 4) consumer affairs program; 5) voter registration campaigns; 6) organization of welfare clients; 7) attacks on the project; 8) problems in maintaining stability in low income social action organizations; and 9) social action in a social work context.

325. Wilkerson, Doxey A. Selected Pairs of Neighboring Public Elementary and Junior High Schools With Contrasting Ethnic Imbalance in Enrollments During 1962-63, for the Several Boroughs of New York City. n.p., 1964. 10p. (Prepared for the American Jewish Congress.)

Describes two of the Board of Education's criteria for the "Princeton Plan" -- "ethnic imbalance" and "distance between buildings." Tables are presented which name and locate by distance the 83 sets of neighboring elementary schools and 16 sets of junior high schools which could be paired.

326. Wolff, Max. Patterns of Change in the Cities of New Jersey; Minorities, Negroes, and Puerto Ricans, Affected by, and Affecting, these Changes. 1962. 35p. ED 022 795.

This 1962 report analyzes trends in population changes in New Jersey cities and the effect on the community of the rise in school segregation, trends in industry and automation, patterns in the containment of minority group housing, and financing in city budgets. Tables and graphs present relevant statistical data. Conclusions and some areas in need of further research are discussed.

327. Wolfram, Walt. Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City. Arlington, Virginia, Center for Applied Linguistics, 1974. 241p.

Author reports his attempt to construct a description of PRE (Puerto Rican English), the speech of second generation teenaged males. Begins with a relatively extensive description of the sociocultural framework of the study, then follows a rather technical construct of the linguistic assimilation patterns and speech of these youth.

328. Wozny, Cecilia D.; Cox, David L. The Effects of Culture and Education on the Acquisition of Formal Operational Thinking. 1973. 14p. (Paper presented at the American Educational Research Association annual meeting, New Orleans, February 1973.) ED 074 186.

This study was designed to investigate the role of culture and education in the development of formal operational thought, by comparing the results achieved by suburban American youths, American educated youths who were recent migrants, and youths who had been educated in Puerto Rico. It was hypothesized that the suburban youths and Puerto Rican youths would develop formal thought before the American educated Puerto Ricans.

329. Yurchenco, Henrietta. Hablamos! Puerto Ricans Speak. New York, N.Y., Praeger Publishers, 1971. 136p.

Primarily comprised of verbatim transcriptions of taped conversations between the author and Island Puerto Ricans. The author's expressed intent is to give the reader a better understanding of mainland Puerto Ricans through this view of Islanders.

330. Zirkel, Perry A. Puerto Rican Parents: An Educational Survey. Integrated Education, 11 (6): 20-26, November/December 1973.

Reports a study which developed a data base concerning the home background of Puerto Rican pupils as it relates to present and potential educational progress. The subjects of the study consisted of 218 Puerto Rican families having children in the public schools of two large cities in Connecticut.

331. Zirkel, Perry Alan. A Sociolinguistic Survey of Puerto Rican Parents in Connecticut. 1973. 32p. (Paper presented at the American Orthopsychiatric Association annual meeting, New York, May 31, 1973.)

The purpose of this study was to develop a data base concerning the home background of Puerto Rican pupils as it relates to present and potential educational progress.

B. Socioeconomic Status

332. Antonovsky, Aaron; Lorwin, Lewis L. Discrimination and Low Incomes; Social and Economic Discrimination Against Minority Groups in Relation to Low Incomes in New York State. New York, New York State Committee for Human Rights, 1959. 379p. ED 022 796.

Investigated the relationship of low incomes to social and economic discrimination against blacks and Puerto Ricans in New York State. The scope of the study included analyses by various authors of the present economic status of blacks and Puerto Ricans, the limitations of their earning capacities and income, and developments most likely to affect their future employment opportunities.

333. Bonilla, Frank. Rationale for a Culturally Based Program of Action Against Poverty Among New York Puerto Ricans. 1964. 24p. ED 011 543.

The writer took the position that any action program to change the poverty conditions of New York City Puerto Ricans should be based on knowledge of their cultural life. There exists among Puerto Ricans a sense of ethnic identification and unity which affects their behavior within the larger community.

334. Bram, Joseph. The Lower Status Puerto Rican Family. In: Education and the Urban Community: Schools and the Crisis of the Cities, Edited by Maurie Hillson et al., pp95-106, New York, N.Y., American Book Company, 1969.

An enumeration of the living conditions and sociological characteristics of Puerto Rican families, islanders and mainland immigrants. Island poor include rural and urban groups. Immigrants typically face racism, breakdown in lifestyle and family patterns.

335. Brand, Horst. The New York Puerto Rican: Patterns of Work Experience. Poverty Area Profiles. Regional Reports: Bedford-Stuyvesant; Central Harlem; East Harlem; South Bronx. No. 19. Washington, D.C., Bureau of Labor Statistics (DOL), 1971. 67p. ED 053 226.

The present report focuses on the labor market experience and economic status of Puerto Ricans in New York City's poverty areas. Particular concern attaches to the findings that the incomes of Puerto Ricans were lower than those of blacks or whites; that they had the highest unemployment rate; and that many other indicators of their social and economic status were unfavorable.

336. Chenault, Lawrence R. The Puerto Rican Migrant in New York City. New York, N.Y., Russell & Russell, 1938. 190p.

According to Francesco Cordasco, this early (1938) dissertation has tremendous current value, not only in terms of its comprehensive data on the early migration experience, but also in terms of its elucidation of housing, health and social adjustment problesm which are of continuing importance. Part II deals with the migrant in New York City.

337. Chess, Stella, and others. Social Class and Child-Rearing Practices. 1968. 12p. ED 016 722.

A study of a group of three-year-old children with American-born middle class parents and a group of three-year-old Puerto Rican children from working class homes was conducted.

338. Connecticut State Department of Public Welfare, Hartford. Hartford Labor Mobility Demonstration Project: Final Report. 1968. 59p. (Document available from National Technical Information Service, Springfield, Va. 22151; PB-199 403.)

The project was an effort to relocate unemployed and underemployed persons, predominantly black and Puerto Rican, from the ghetto to the suburbs to learn whether job finding assistance, counseling and relocation could enable families with an able-bodied wage earner to get off welfare rolls.

339. Elinson, Jack, and others. Ethnic and Educational Data on Adults in New York City: 1963-64. New York, N.Y., School of Public Health and Administrative Medicine, Columbia University, 1967. 226p.

Reports on a sample survey of 2118 adults interviewed in 1963-64 to determine social categories of New York City adults by ethnicity. The characteristics studied are educational and occupational mobility, family income, political preference, voting frequency, minority group feeling, and cultural participation. Puerto Ricans are one of the eight ethnic groups for whom data are given.

340. Employment Standards Administration, Women's Bureau, Washington, D.C. Fact Sheet on Women of Spanish Origin in the United States. 1971. 3p. ED 086 385.

March 1971 data are given for women of Spanish origin in the United States. Country of origin, population, family composition, educational attainment, labor force participation, type of work, income, and low income level are covered. Where separate data for women are not available, data for both sexes are shown.

341. Equal Employment Opportunity Commission, New York, N.Y. White Collar Employment in 100 Major New York City Corporations (Summary of Report). 1968. 36p.

This is to summarize conclusions and findings from the study of minority and female employment patterns in 100 major companies in New York City presented on January 16, 1968, at the Commission's New York City Hearings on Discrimination in White Collar Employment.

342. Hiestand, Dale L. White Collar Employment Opportunities for Minorities in New York City. Research Report. New York, Columbia University, Graduate School of Business, 1968. 76p. ED 019 357.

Provided here are factual background on white collar employment patterns for minorities and others, particularly blacks and Puerto Ricans, in the New York City area. Particular emphasis is given to the development of programs designed to increase black and Puerto Rican employment as managers, officials and salesmen. Numerous tables are given.

343. Hillsman, Sally Turnbull. Entry Into the Labor Market: The Preparation and Job Placement of Negro and White Vocational High School Graduates. New York, N.Y., Columbia University, Department of Sociology, 1970. 543p. (Doctoral dissertation, Columbia University; document available from National Technical Information Service, Springfield, Va. 22151; PB-196 824.)

This study is concerned with the role of educational institutions as mechanisms of labor market selection, in particular the role of high schools for terminal graduates. The study examined the economic situation of a group of urban youth -- white, Puerto Rican, black New York City vocational graduates -- at their point of entry into the labor market and during their early career years.

344. Hillson, Maurie, and others. Education and the Urban Community: Schools and the Crisis of the Cities. 1969. 506p. (Book available from American Book Co., New York, N.Y.)

Articles discuss the impact of urbanization, social stratification, the effects of urban poverty on black and Puerto Rican families, and the disadvantaged school dropout. Many articles deal with proposed solutions. Among these are readings which discuss the technology necessary to make both curriculum and school organization more relevant to the needs of inner city youth.

345. Kantrowitz, Nathan. A Proposal for a Study of the Demographic, Social, and Economic Characteristics of Subareas in New York City. New York, Columbia University, School of Social Work, Mobilization for Youth Research Project, 1967. 4p.

This study was based on the observation that for the reconstruction of urban areas, an understanding of their patterns of social, economic, and physical segregation is needed.

346. Kantrowitz, Nathan. Social Mobility of Puerto Ricans in New York 1950-1960. 1967. 35p. (Paper prepared for discussion at Seminar on Populated and Social Change, New York, February 13, 1967.)

Examined here is the intragenerational mobility (as reflected in occupational, educational, and income shifts), of persons of Puerto Rican parentage, tabulated by the 1950 and 1960 census in New York. Tables and charts are given.

347. Levine, Barry; de Cintron, Celia F. Who Are the Poor in Puerto Rico? Rio Piedras, University of Puerto Rico, 1971. 21p. (Paper presented at the American Psychological Association Annual Meeting, Denver, August 30, 1971.) ED 059 309.

This paper consists of two sections: a discussion of the theoretical problems in dealing with poverty; and a description of the demography of poverty in Puerto Rico.

348. Lewis, Oscar. A Study of Slum Culture. Backgrounds for La Vida. New York, Random House, 1968. 240p.

An in-depth comparative study of low-income Puerto Rican families both in San Juan and New York. The descriptive and comparative data, a combination of statistical analysis and case history material, cover housing characteristics, educational achievement, occupations, family (as related to rural versus urban background, education, and marital status), patterns of migration, and the process of adjustment in New York.

349. Lyford, Joseph P. The Airtight Cage. A Great City's Struggle With the Forces of Poverty and Bureaucracy in an Era of Change. New York, Harper & Row, 1966. 356p.

Not about Puerto Ricans per se, this book describes a section of New York City, the West Side, where a great many Puerto Ricans live.

350. Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston. Issues of Concern to Puerto Ricans in Boston and Springfield. 1972. 109p. ED 069 823.

This report concerns conditions in Boston and Springfield, the cities with the largest concentrations of Puerto Ricans in the Commonwealth of Massachusetts. The contents are organized into six parts: education, employment, housing, social services, anti-poverty and Model Cities programs, and federal enforcement.

351. Nuttall, Ronald L., and others. Family Background, Parent-Child Relationships and Academic Achievement Among Puerto Rican Junior and Senior High School Students. Report No. 4: Study of Factors Affecting Student Achievement. Mass., Boston College, Institute of Human Sciences, Chesnut Hill, Mass., 1969. 11p. ED 043 698.

The reliability, validity, and relationships of a Spanish language adaptation of Schaefer's Child Report of Parental Behavior Inventory (CRPBI) was examined in a sample of 5300 Puerto Rican adolescents.

352. Ortiz, Rita. Puerto Rican Culture. New York, N.Y., Mobilization for Youth, 1962. 19p.

A comparative description of the socioeconomic condition of the Puerto Rican in Puerto Rico and in New York City.

353. Puerto Rican Forum, Inc., New York, N.Y. A Study of Poverty Conditions in the New York Puerto Rican Community. Third Edition. 1964. 102p.

This study represents an effort to get the most comprehensive description ever made of the Puerto Rican community in New York City and of its most urgent needs.

354. Rodriguez, Clara. The Ethnic Queue in the U.S.: The Case of the Puerto Ricans. San Francisco, Calif., R & E Research Associates, 1974. 217p.

This extensive dissertation examines the phenomenon of the "ethnic queue" -- mobility, stratification, opportunities/resources, etc. -- and factors involved in an immigrant group's position and possibilities for movement along the queue. The author gives an historical account of the development of ethnic prejudice in the U.S. and then goes on to examine closely the position of Puerto Ricans.

355. Rosenberg, Terry J. Residence, Employment, and Mobility of Puerto Ricans in New York City. Research Paper, No. 151. Chicago, Ill., University of Chicago, Department of Geography, 1974. 232p.

This descriptive survey, based on data from the 1960 census, a 1968-69 employment survey, and records from a Bronx parochial school, analyzes residential segregation effects on employment, mobility and assimilation of New York City Puerto Rican immigrants.

356. Safa, Helen I. An Analysis of Upward Mobility in Low Income Families; A Comparison of Family and Community Life Among American Negro and Puerto Rican Poor. New York, Syracuse University, Youth Development Center, 1967. 161p.

This study describes the style of family and community life in three different types of low income neighborhoods: a shanty town and public housing project in San Juan, Puerto Rico and a black ghetto in Syracuse, a medium-sized city of New York State. It attempts to show how socially isolated the urban poor are from the surrounding metropolitan area and how marginally involved they are in national institutions.

357. U.S. President, 1963, Johnson. Manpower Report of the President, and a Report on Manpower Requirements, Resources, Utilization, and Training, by the United States Department of Labor. Washington, D.C., 1964. 279p.

For a more direct discussion of Puerto Ricans, refer to Chapter 5: Workers of Other Disadvantaged Minorities, pp. 111-121.

358. Weissman, Harold H., Ed. Employment and Educational Services in the Mobilization for Youth Experience. New York, N.Y., National Board of Young Mens Christian Association, 1969. 223p. (Document available from Association Press, 291 Broadway, New York, N.Y. 10007.)

This is one of four volumes constituting an intellectual history of a pioneer inner city youth project: Mobilization for Youth, a multi-discipline social agency in New York' lower east side Puerto Rican slum. Topics discussed center on the focuses of employment and educational opportunities including: 1) trainee processing, 2) vocational counseling, 3) remedial education, 4) job placement, 5) parent education programs, 6) school community relations, 7) guidance programs, 8) improvement in the quality of teaching, and 9) educational innovation: the case of an external innovation organization.

C. Census Reports

359. Adler, Florence. Special Census of School Population Classification of "Non-English Speaking" Pupils. Publication No. 294. New York, Board of Education, 1967. 12p.

This is a special census of school population, prepared October 31, 1966.

360. Bureau of the Census (DOC), Suitland, Md. Nosotros, Los Americanos -- We the Americans. 1973. 15p. (Document available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; GPO 0324-00043.)

Based on the 1970 Census, this booklet describes the Spanish speaking population of the U.S. Number 9.6 million, Spanish speaking residents are usually of Mexican, Puerto Rican, Cuban, Latin or South American descent. Short summaries are given for population growth and distribution, residence, education, family size, employment, and income.

361. Bureau of the Census (DOC), Suitland, Md. Selected Characteristics of Persons and Families of Mexican, Puerto Rican, and Other Spanish Origin: March 1972 (Advance Data from March 1972 Sample Survey). Population Characteristics: Current Population Reports. 1972. 9p. (Document available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

The ten tables contain information by ethnic origin concerning: 1) U.S. population, 2) age distribution, 3) characteristics of families, 4) percent of population 25 years and over, 5) labor force participation of persons 16 to 64 years old, 6) unemployment rates for persons 16 to 64 years old, 7) employed men 16 years and over, 8) median income in 1971 by years of school completed for males 25 years and over, 9) family income in 1971, 10) low income status in 1971 of persons of Spanish origin.

362. Butterer, Clifford E. A Census of Migrants in Eight Western New York State Counties in 1968. Monograph 2. Genesco, New York, State University of New York, Center for Migrant Studies, 1969. 22p. ED 081 547.

A census of migrants residing in camps and housing facilities in eight western New York State counties was conducted in 1968. Migrants discussed compose the following groups: Mexican Americans, Puerto Ricans, blacks, and whites.

363. Fernandez, Edward W.; Cresce, Arthur. Persons of Spanish Origin in the United States: March 1973. Current Population Reports, Population Characteristics. Suitland, Maryland, Bureau of the Census (DOC), Population Division, 1974. 31p. (Document available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

364. Fisch, Adele; Justman, Joseph. Trends in the Ethnic Composition of the Pupil Population in the New York City Schools, 1958-1964. New York, Board of Education of the City of New York, 1965. 32p. ED 018 498.

The ethnic groups in this report are blacks, Puerto Ricans, and "others," with ethnic composition figures and changes in pupil registers presented in tabular form for each borough. Also presented are data showing the composition and change in elementary, junior high, academic, and vocational high schools and special schools.

365. Fishman, J.J. Demography of the Forsyth Strip. New York, Action for Progress, 1967. 41p. ED 017 587.

Action for Poverty, an Office of Economic Opportunity Anti-Poverty Program, conducted a demographic survey of a six block slum area in New York City's lower east side. Data were gathered on housing, income, employment, schooling, health, recreation, consumer practices, and community affairs. Tables and charts are included, as well as sample questionnaires in both English and Spanish.

366. Kantrowitz, Nathan; Pappenfort, Donnell M. 1960 Fact Book for the New York-Northeastern New Jersey Standard Consolidated Area: The Non-White, Puerto Rican, and White Non-Puerto Rican Populations. New York, N.Y., Social Statistics for Metropolitan New York, 1966. 201p.

This report exhausts virtually all published county material from the 1960 U.S. Census of Population and Housing for the nonwhite, Puerto Rican and white non-Puerto Rican populations. It also includes some hitherto unpublished data for areas which had small Puerto Rican or nonwhite populations.

367. New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Program Research and Statistics. Special Census of School Population, October 31, 1966. Summary Tables. 1967. 9p.

The special census on October 31, 1966 represents the eleventh city-wide census and had as its purpose the collection of data relative to the composition of the registration in the schools of New York City. The numbers of Puerto Rican children in-

clude all children born in Puerto Rico as well as those born on the mainland, when one or both parents were Puerto Rican.

368. New York State Education Department, Bureau of Statistical Services. Preliminary Analysis of the 1966-1967 Racial and Ethnic Census. 1967. 17p. ED 018 477.

Data contained herein include the number and percentage of white, black, Puerto Rican and other public school students in all school districts in New York State, as well as the percentage of racial imbalance in individual public schools within all districts except New York City.

369. Seraile, Elmore J.; Fernandez, Edward W. Puerto Ricans in the United States. 1970 Census of Population. Subject Reports. Suitland, Md., Bureau of the Census (DOC), Population Division, 1973. 169p. (Document available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.)

This report presents detailed statistics on selected social, economic, and housing characteristics for persons of Puerto Rican birth and persons of Puerto Rican parentage for the U.S., regions, divisions, states, and selected standard metropolitan statistical areas (SMSA's) and cities.

370. Suter, Larry E. Selected Curriulum Characteristics of Persons and Families of Mexican, Puerto Rican, and Other Spanish Origin: March 1971. Population Characteristics: Current Population Reports. Suitland, Md., Bureau of the Census (DOC), 1971. 23p. ED 065 224.

Tables contain information concerning population size, income, employment, education, and the family. It was determined that about 9 million persons identified themselves as being of Spanish origin in March 1971, including 5 million who were of Mexican origin and about one and a half million who identified themselves as of Puerto Rican origin.

371. U.S. Bureau of Labor Statistics, Washington, D.C. Income, Education, and Unemployment in Neighborhoods: Philadelphia, Pennsylvania. Washington, D.C., 1963. 53p.

Prepared in cooperation with the Bureau of the Census, this publication hopes to identify and describe urban areas of high unemployment in order to determine where and what kinds of programs are needed to reduce unemployment. It is based on selected social and economic data for census tracts from the Censuses of Population and Housing, 1960.

372. U.S. Bureau of Labor Statistics, Middle Atlantic Regional Office, New York City. Profile 90: An Analysis of Pockets of High Unemployment in New York City. New York, N.Y., 1963. 2p. (Regional Reports, No. 1, August 1963.)

This analysis is an attempt to identify economic and social factors in neighborhoods that go side by side with high male unemployment rates.

373. U.S. Bureau of Labor Statistics, Washington, D.C. Income, Education, and Unemployment in Neighborhoods: Pittsburgh, Pennsylvania. Washington, D.C., 1963. 33p.

Prepared in cooperation with the Bureau of the Census, this publication hopes to identify and describe urban areas of high unemployment in order to determine where and what kinds of programs are needed to reduce unemployment. It is based on selected social and economic data for census tracts from the Censuses of Population and Housing, 1960.

374. U.S. Bureau of Labor Statistics, Washington, D.C. Income, Education, and Unemployment in Neighborhoods: San Antonio, Texas. Washington, D.C., 1963. 26p.

Prepared in cooperation with the Bureau of the Census, this publication hopes to identify and describe urban areas of high unemployment in order to determine where and what kinds of programs are needed to reduce unemployment. It is based on selected social and economic data for census tracts from the Censuses of Population and Housing, 1960.

375. U.S. Bureau of Labor Statistics, Washington, D.C. Income, Education, and Unemployment in Neighborhoods: San Francisco, California. Washington, D.C., 1963. 34p.

Prepared in cooperation with the Bureau of the Census, this publication hopes to identify and describe urban areas of high unemployment in order to determine where and what kinds of programs are needed to reduce unemployment. It is based on selected social and economic data for census tracts from the Censuses of Population and Housing, 1960.

376. U.S. Bureau of Labor Statistics, Washington, D.C. Income, Education, and Unemployment in Neighborhoods: San Juan, Puerto Rico. Washington, D.C., 1963. 20p.

Prepared in cooperation with the Bureau of the Census, this publication hopes to identify and describe urban areas of high unemployment in order to determine where and what kinds of programs are needed to reduce unemployment. It is based on selected data from census tracts from the Censuses of Population and Housing, 1960.

377. U.S. Bureau of Labor Statistics, Washington, D.C. Income, Education, and Unemployment in Neighborhoods: Los Angeles, California. Washington, D.C., 1963. 82p.

Prepared in cooperation with the Bureau of the Census, this publication hopes to identify and describe urban areas of high unemployment in order to determine where and what types of programs are needed to reduce unemployment. It is based on selected social and economic data for census tracts from the Censuses of Population and Housing, 1960.

D. Racism/Race Relations

378. Betances, Samuel. The Prejudice of Having No Prejudice in Puerto Rico. Part II. Rican, 3: 22-37, Spring 1973.

Second part of a two-part series which began in the Winter 1972 issue of the Rican. The issue of identity as it relates to race and color in Puerto Rican life is very important. The myth that Puerto Rico is a kind of human relations paradise where racism is nonexistent has to be exploded.

379. Bonilla, Eduardo Seda. Two Patterns of Race Relations. 1969. 52p. ED 058 368.

Discusses race, race relations, and the prevalence of racism in Puerto Rico.

380. Fitzpatrick, Joseph P. Attitudes of Puerto Ricans Toward Color. American Catholic Sociological Review, 20 (3): 219-233, Fall 1959. (Paper read at the Annual Convention of the American Catholic Sociological Society, 20th, Notre Dame University, Notre Dame, Indiana, December 28-30, 1958.)

This article presents the results of an inquiry into the question of attitudes of Puerto Ricans toward color, and bases the results on the following: 1) the personal experience of the author with the Puerto Rican community on the Island and in New York, 2) survey of recent marriages of Puerto Ricans in six New York parishes, 3) interviews with a selected group of people who are in close contact with Puerto Ricans in New York.

381. Ginorio, Angela B.; Berry, Paul C. Measuring Puerto Ricans' Perceptions of Racial Characteristics. 1966. 8p. ED 072 109.

To measure how Puerto Ricans classify each other into racial groups by physical appearance, a stimulus set of 60 color slides was prepared. Although subjects placed both the pictures and themselves in a color continuum of racial types with extraordinary consistency, and without bias due to their own colors, no consistent "black/white" dividing line appeared.

382. Kantrowitz, Nathan. Ethnic and Racial Segregation in the New York Metropolis: Residential Patterns Among White Ethnic Groups, Blacks, and Puerto Ricans. Praeger Special Studies in U.S. Economic, Social and Political Issues Series. New York, N.Y., Praeger Publishers, Inc., 1973. 104p.

This study of the nature and strength of residential patterns and preferences in New York City was undertaken for the purpose of providing data for policy makers in regard to desegregated planned housing. The author bases the book on statistical, census data of the 60's and draws numerous charts, tables, etc. The author believes data reveal that European ethnic separatism is still quite strong, as is racial separatism.

383. Klopf, Gordon J.; Laster, Israel A., Eds. Integrating the Urban School. New York, N.Y., Bureau of Publications, Teachers College, Columbia University, 1963. 126p.

See the following sections for a discussion of Puerto Ricans: "School Integration: A Puerto Rican View," Joseph Monserrat; "Integration in New York City Schools: What, When, How?" Gertrude Noar.

384. Maslow, Will. De Facto Public School Segregation. Villanova Law Review, 6 (3): 353-376, Spring 1961.

Primarily discusses de facto school segregation involving Puerto Ricans, blacks, in northern schools as it is a result of homogeneous neighborhoods.

385. Megenny, William W. The Black Puerto Rican: An Analysis of Racial Attitudes. Phylon, 35 (1): 83-93, March 1974.

Examines some facets of racial attitudes among the blacks of Puerto Rico. During the months of July and August 1971 many Puerto Ricans from different socioeconomic levels and regions were interviewed as part of an ethnolinguistic survey of the amounts of influence from West Africa which still remain on the island.

386. Meyer, June. You Can't See the Trees for the School. 1968. 6p. ED 020 240.

These quoted conversations with four black and Puerto Rican students at Benjamin Franklin High School in East Harlem reveal a fatalistic hopelessness about the barriers imposed by racial discrimination and a defensive attitude about racial identification. This article was published in the Urban Review, 2 (2), 1967.

387. Mizio, Emelicia. Puerto Rican Social Workers and Racism. Social Casework, 53 (5): 267-272, May 1972.

White professionals have not utilized a cultural perspective that would enhance practice and capitalize on the uniqueness of an indigenous professional.

388. Monserrat, Joseph. School Integration: A Puerto Rican View. Integrated Education, 1 (5): 7-12, October 1963.

The Puerto Rican's objective in the integration struggle is that of keeping, not acquiring human dignity. The school is seen as the force which generates bias and inferior status and perpetuates learning problems, using methods which are alternately bigoted and "pseudo-social scientific."

389. New York State Education Department, Division of Research, Albany. Racial and Social Class Isolation in the Schools. A Report to the Board of Regents of the University of the State of New York. 1969. 565p. ED 034 090.

An analysis is made of the extent to which black and Puerto Rican student populations are isolated in the New York schools. Selected studies were examined to define differences in educational, intellectual and psychological development associated with ethnic group membership.

390. Rodriguez, Clara. Puerto Ricans: Between Black and White. New York Affairs, 1 (4): 92-101, Spring 1974.

Discusses Puerto Rican racial history and present-day social correlates and the racial experiences and reactions of Puerto Ricans, an increasing number of whom are identifying themselves as New Yoricans or Ricans, neither white nor black.

E. Rural Populations/Migrants

391. Barrett, Donald N., and others. Rural Youth With Special Problems -- Low Income, Negro, Indian, Spanish-Americans. In: Rural Youth in Crisis. Facts, Myths, and Social Change, Lee G. Burchinal, Ed., Part VI, Chapter 27, pp387-395. Washington, D.C., Welfare Administration, 1965.

The section on Spanish-Americans deals with Mexican Americans and Puerto Ricans and the problems they encounter in the rural areas where they live and work.

392. Elam, Sophie L. Poverty and Acculturation in a Migrant Puerto Rican Family. Teachers College Record, 70 (7): 617-626, April 1969.

Acculturation, Culturally Disadvantaged, Economic Disadvantagement, Family (Sociological Unit), Immigrants, Puerto Rican Culture, Puerto Ricans, Social Disadvantagement, Spanish Speaking.

393. Ferster, Lucian Edward. Cultural and Economic Mediation Among Spanish Speaking Migrant Farm Workers in Dade County, Florida. 1971. (Master's thesis, University of Miami, Coral Gables, Florida, August 1970.) ED 080 219.

Based on the study "Migrant Children in Florida," this paper discusses the Spanish speaking farm workers who migrate to Dade County yearly to harvest the tomato and fresh vegetable crops. Some differences between Puerto Rican and Mexican American migrants are pointed out and analyzed. An overall picture of local agriculture from the growers' and farmers' viewpoint is given.

394. Padilla, Elena. Up From Puerto Rico. New York, Columbia University Press, 1958. 316p.

A cultural anthropological study of Puerto Rican migrants in New York City conducted in a small section of Manhattan in the mid-1950's. It is based upon observations of the community and intensive interviews with 48 Puerto Rican family heads. A few of the topics included are family and kinship, Hispanos and the larger society, and migrants -- transients and settlers.

395. Rogler, Lloyd H. Migrant in the City: The Life of a Puerto Rican Action Group. 1972. 251p. (Book available from Basic Books, Inc., 404 Park Avenue South, New York, N.Y. 10016.)

This book tells the story of a small group of Puerto Ricans who banded together to form the Hispanic Confederation of Maplewood in an attempt to secure for their ethnic community a voice in the affairs of the city.

F. Politics/Political Activism

396. David, Stephen. Importance of Voting for Low Income Negroes and Puerto Ricans: A Position Paper. New York, N.Y., Mobilization for Youth, Inc., Program and Staff Development, 1965. 18p.

This paper is concerned with the importance of voting for low-income Negroes and Puerto Ricans, not with the question of how to promote increased voting among these groups.

397. Epstein, Erwin H., Comp. Politics and Education in Puerto Rico: A Documentary Survey of the Language Issue. New Jersey, Scarecrow Press, Inc., Metuchen, N.J., 1970. 257p.

398. Levy, Mark R.; Kramer, Michael S. Chicanos and Puerto Ricans: If They Vote, They Count. In: The Ethnic Factor: How America's Minorities Decide Elections, Chapter 3, pp73-94. New York, N.Y., Simon & Schuster, Inc., 630 Fifth Ave., 1972.

Addresses the issue of the contribution of the New York City Puerto Rican population to political decisions in the 60's. Suggested reasons for this are: youth of the Puerto Rican population, low SES, unemployment, and low educational level (older Puerto Ricans averaging 8 years of formal schooling, younger Puerto Ricans, 10 years).

399. Liebman, Arthur. The Puerto Rican Independence Movement. In: Awakening Minorities: American Indians, Mexican Americans, Puerto Ricans. Trans-Action, Book 18, Part III, pp151-165. Aldine Publishing Co., 1970.

An examination of the Puerto Rican independence movement. Describes the four major organizations: MPI (Pro-Independent Movement), FUPI (Federation of Pro-Independence University Students, CAL (Commando for Armed Liberation, PIP (Puerto Rican Independence Party.

400. Lopez, Alfredo. The Puerto Rican Papers: Notes on the Re-Emergence of a Nation. Indianapolis, Indiana, Bobbs-Merrill Co., Inc., 1973. 383p.

This is an account of Puerto Rican peoples in New York today. The narrator is a Puerto Rican, born and raised in New York City, who has come to the realization that he had no Puerto Ricans identity. Presents the history of the Puerto Rican people from the time of Columbus to the present sociological/cultural situation in all its facets and the consequent emergence of Puerto Rican nationalism.

401. Maldonado-Denis, Manuel. The Puerto Ricans: Protest or Submission? In: Knowing and Understanding the Socially-Disadvantaged Ethnic Minority Groups, Edited by Staten W. Webster, Part III, Chapter 19, pp283-290. Scranton, Pa., International Textbook Co., 1972.

The question of national identity of Puerto Ricans, both on the island as well as the mainland, is discussed in relation to the history of the island, pro-idenpendence movements, contemporary conflicts, the colonialist syndrome, and independence versus assimilation. Refer also to introduction to Part III, pp. 279-281.

402. The Puerto Rican Papers: Notes on the Re-Emergence of a Nation. Rican, 2 (1): 63-66.

A critique of The Puerto Rican Papers: Notes on the Re-Emergence of a Nation, by Alfredo Lopez.

403. Rothman, Jack, Ed. Coalitions -- If and When: The Puerto Rican Movement in New York City. In: Promoting Social Justice in the Multigroup Society: A Casebook for Group Relations Practitioners, Unit 7, pp97-103. New York, N.Y., Association Press, 1971.

Describes the situation of New York City Puerto Ricans -- behind other minorities in voting, housing, education -- in terms of their need for political power. The author describes various Puerto Rican organizations and leaders which have arisen recently and raises the question of coalition with other minorities in the effort to gain political power.

SECTION VI: SPANISH LANGUAGE TEXTS

404. Badillo, Herman. Politicas Y Realides de la Educacion Bilingue en Norteamerica (Politics and Realities of Bilingual Education in the United States). Yelmo, 8: 38-40, October/November 1972.

Anglo Americans, Bilingual Students, Bilingualism, Minority Groups, Political Attitudes, Puerto Ricans, Spanish Speaking.

405. Delgado, Jose. Los Acronimos En El Habla de Puerto Rico (Acronyms in Puerto Rican Speech). Language Sciences, 30: 19-20, April 1974.

Abbreviations, Spanish, Language Usage, Language Patterns, Trend Analysis, Business, Communications, English, Determiners (Language).

406. Fonfrias, Ernesto Juan. Las Vicisitudes del Espanol de Puerto Rico (The Vicissitudes of the Spanish of Puerto Rico). Yelmo, 14: 44-49, October/November 1973.

Paper presented at a symposium on the preservation of the Spanish language in the U.S., August 7-10, 1973, Mexico City.

407. Lucas, Isidro. Puertorriquenos En Chicago: El Problema Educativo Del Dropout. Rican, 1(4): 5-18, May 1974.

Article written in Spanish. Defines the term "dropout," discusses the characteristics and motivations of Puerto Rican school dropouts in Chicago, and outlines the problems in educating them.

408. Martinez, Emiliano, and others. Mira y Lee: Libro de Lectura 1, Nivel 1 (Look and Read: Reader 1, Level 1). 1972. 80p. (Available from Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.)

This reading textbook, in Spanish, contains a series of stories designed to relate to the natural interest of the school child. Included are exercises in oral expression and comprehension, auditory discrimination, intonation, pronunciation, and visual discrimination.

409. Martinez, Emiliano, and others. Trabaja Y Aprende: Libro de Lectura 3, Nivel 1 (Work and Learn: Reader 3, Level 1). 1972. 104p. (Available from Santillana Publishing Co., Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.)

This reading textbook, in Spanish, the third of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. Included are exercises which are intended to perfect pronunciation and intonation.

410. Ramirez de Arellano, Diana. El Espanol: La Lengua de Puerto Rico. Aprecio Y Defensa de Nuestra Lengua Materna en la Cuidad de Nueva York (Spanish: Language of Puerto Rico. Appreciation and Defense of Our Mother Tongue in New York City). Brooklyn, N.Y., New York City Board of Education, 1971. 39p. Speech, in Spanish, presented in the Puerto Rican Heritage Lecture Series for Bilingual Professionals. ED 084 913.

The author believes that the institution of bilingual education in the city's schools is an important first step in elevating Spanish to the position it deserves as a means of instruction and communication. Discusses issues related to bilingual education, such as use of instructional materials, improvement of self concept.

411. San Diego City Schools, California. Materiales En Marcha Para El Esfuerzo Bilingue -- Bicultural Materials on the March for the Promotion of Bilingualism. 1973. 24p. ED 077 294.

This newsletter, intended to promote the cause of bilingual-bicultural education, contains articles on "Chicano Federation and Bilingual-Bicultural Education," "Have I Got a Math Series for You!" "Puerto Rican Social Studies Perspective," and "Multilingual Assessment Program Builds Better Testing Mousetrap." The first article appears in Spanish and English.

412. Santiago, Jorge, and others. Estudio Cultural de Puerto Rico. A Cultural Study of Puerto Rico. Austin, Texas, Education Service Center Region 13, 1973. 90p.

This book, in Spanish, presents resource materials for teaching the cultural heritage of the Puerto Rican student. It includes biographical sketches of outstanding figues in Puerto Rican history from colonial times to the twentieth century, descriptions of national festivities and holidays, as well as poetry representative of Puerto Rican literature.

413. Spence, Raquel; Rodriguez, Felicita, Comps. Mucho Gusto en Conocerte (Happy to Meet You). Harrisburg, Pa. State Dept. of Education, Bureau of General and Academic Education, 1972. 11p. ED 066 988

This pamphlet answers questions concerning the Puerto Rican student in the Anglo school situation. Problems arising from cultural and linguistic differences are explored and suggestions to help teachers appraise and modify their own expectations concerning the child and his native culture are offered.

414. Tovar, Federico Ribes. El Libro Puertorriqueno de Nueva York. New York, Plus Ultra Educational Publishers, Inc., 1674 Broadway, New York, N.Y. 10019. 1970. 496p.

For information regarding education of Puerto Ricans in New York, the reader is referred to: Section II, Analysis of the Educational Process in New York, pp. 61-93.

SECTION VII: BIBLIOGRAPHIES

415. Barnes, Regina. A Selected ERIC Bibliography on Teaching Ethnic Minority Group Children in the United States of America, ERIC-IRCD Urban Disadvantaged Series, No. 4. New York, N.Y., Columbia University, Teachers College, ERIC Information Retrieval Center on the Disadvantaged, 1969. 26p.

An annotated bibliography which includes a section on teaching Puerto Ricans.

416. Bravo, Enrique R., Comp. Annotated Selected Puerto Rican Bibliography. New York, Columbia University, Urban Center, 1972. 237p. ED 075 552.

This bilingual bibliography includes those works considered to be classics, as well as those most relevant to the contemporary Puerto Rican experience, in the following areas: anthropology and sociology, political science, cultural development and national foundations, economics, education, geography, history, linguistics, literature, religion and philosophy, and Puerto Rico and the Hispanic world.

417. Center for Applied Linguistics, Washington, D.C. English as a Second Language in Elementary Schools -- Background and Text Materials. 1967. 8p. ED 012 919.

This selective, annotated bibliography is a list of the outstanding publications available in the field of teaching English as a second language in kindergarten and elementary schools.

418. Cooperative Childrens Book Center, Madison, Wisconsin. Materials for Those with a Spanish-Speaking Background. 1969. 10p. ED 036 371.

Some 151 entries are listed in this annotated bibliography of books and audiovisual materials appropriate for persons with a Spanish language heritage. The document contains titles grouped by geographical area or national origin and subgrouped by reading and interest levels. Countries listed are Mexico, Puerto Rico, South and Central America, Spain.

419. Cordasco, Francesco, and others. The Equality of Educational Opportunity: A Bibliography of Selected References. 1973. 143p. (Book available from Littlefield, Adams & Co., 81 Adams St., Totowa, N.J. 07512.)

Primarily a bibliography of titles selected from the vast literature spawned in the 1960's (and extending into the next decade) which deals with the American schools and the children of the poor -- the minority child: blacks, Puerto Ricans, Mexican Americans, Indians, Appalachian poor, other ethnic minorities, and migrants.

420. Cordasco, Frank M.; Covello, Leonard, Comp. Studies of Puerto Rican Children in American Schools. A Preliminary Bibliography. New York, Puerto Rico Commonwealth, Department of Labor, New York, N.Y., 1967. 25p. ED 021 910.

This unannotated bibliography lists works dealing with Puerto Rican children and their experience in the mainland American schools. Unpublished and published materials are listed separately; some are written in Spanish and a number of them were produced by the New York City Board of Education.

421. Department of Housing and Urban Development, Washington. Hispanic Americans in the United States: A Selective Bibliography, 1963-74. Washington, D.C., Department of Housing and Urban Development, The Library, 1974. 32p. (Document available from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; Stock No. 2300-00271.)

Unannotated bibliography of 328 references.

422. Department of Labor, Migration Division, Commonwealth of Puerto Rico. Bibliography on Puerto Rico and Puerto Ricans. n.d. 6p.

Abstracted from an annotated bibliography by Dr. Clarence Senior.

423. Dossick, Jesse J. Doctoral Research on Puerto Rico and Puerto Ricans. 1967. 34p. ED 020 215.

This bibliography is a compilation of dissertations written since 1900, most of them in universities in the United States. They are listed by author and title under 21 headings covering the fields of the natural sciences, the social and behavioral sciences, education, the arts and the humanities, and religion. About one third have been written in the field of education, for the most part by Puerto Ricans.

424. Education Service Center Region 13, Austin, Texas. Cartel: Annotated Bibliography of Bilingual Bicultural Materials No. 13. Cumulative Issue, 1973. 210p. (Document available from Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.)

Approximately 400 books, curriculum guides, journals, and educational resource materials published between 1967 and 1973 are listed in this bibliography (annotated) of bilingual/bicultural materials on the Spanish-speaking, American Indians, French, Portuguese, Chinese, and Russians.

425. Gordon, Edmund W. Disadvantaged Populations. IRCD Bulletin, 3 (4): 1-8, September 1967. New York, Yeshiva University, Project Beacon, Ferkauf Graduate School of Humanities and Social Sciences, ERIC Information Retrieval Center on the Disadvantaged. ED 014 521.

This bibliography contains a preface and is divided into three main sections: 1) books, 2) demographic and status studies, 3) literature on cultural and social patterns. Also included are short book reviews by Doxey Wilkerson of Kenneth Clark's "Dark Ghetto" and by Clarence Senior of "Imperative for Change," by Adelaide Jablonsky (ed.).

426. Haller, Elizabeth S., Comp. American Diversity: A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools. Harrisburg, Pennsylvania State Department of Education, Bureau of General and Academic Education, 1970. 250p. ED 054 031.

This bibliography has been compiled to assist school personnel in locating resources to implement the Curriculum Regulation adopted by the Pennsylvania State Board of Education in May 1968. This regulation requires that each course of the history of the United States and of Pennsylvania taught in the elementary and secondary schools include the major contributions made by blacks and other racial and ethnic groups.

427. Herrera, Diane. Puerto Ricans in the United States. A Review of the Literature. Austin, Texas, Dissemination Center for Bilingual Bicultural Education, 1973. 398p.

An extensive, annotated bibliography of over 2000 documents which covers the education of the Puerto Rican child as well as the Puerto Rican experience on the mainland (the latter from a psycho-socio-anthropological perspective). Entries are complete through December 1972.

428. Hill, Marnesba D., Comp. Bibliography of Puerto Rican History and Literature. New York, N.Y., City University, Herbert H. Lehman College, 1972. 34p. ED 068 099.

This bibliography is a revised compilation of titles in the Herbert H. Lehman College Library collection which have a direct relationship to the area of Puerto Rican studies. For easy reference, the bibliography is divided into five broad categories: Reference Books, Biography, Education, History and Social Science, Language, Literature and the Arts.

429. Hopkins, Lee Bennett. Literature About the Negro and Puerto Rican Child. New York, N.Y., Curriculum Consultation Service, 1966. 4p.

An annotated bibliography of about 20 citations.

430. Jablonsky, Adelaide, Comp. The Education of Puerto Rican Children and Youth: An Annotated Bibliography of Doctoral Dissertations. ERIC/IRCD Doctoral Research Series, No. 6. New York, N.Y., Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, 1974. 39p. ED 094 054.

This annotated bibliography is organized with the citations falling in three sections entitled: "Studies of Puerto Rican Students on the Mainland," "Comparisons of Puerto Rican Students with Those of Other Ethnic Groups," "Studies of Schools and Students in Puerto Rico." Subject, author and institution access indexes are appended.

431. Mobilization for Youth, Inc., New York, N.Y. The Annotated Bibliography, Volume I, Number 2, December 1962. 25p.

The reader is referred specifically to pages 10-11 for "An Other-Directed Fantasy in a Puerto Rican," a report of a cross-cultural research project studying adolescents who show superior effectiveness and creativity in the academic, extra-curricular and interpersonal spheres.

432. New York Public Library, New York. Borinquen: A Bilingual List of Books, Films and Records on the Puerto Rican Experience. Third Edition. New York, N.Y., Office of Branch Libraries, New York Public Library, 1974. 43p.

433. Ortiz, Ana Maria, Comp. Bibliography on Hispano American History and Culture. Springfield, Illinois State Commission on Human Relations, Department of Education Services, 1972. 25p. ED 080 270.

These are 145 entries written between 1945 and 1969 for children and students, teachers, librarians, parents, and people interested in learning about Hispano Americans. Included are: 1) an introduction in English and Spanish, 2) 41 entries about general history and culture, 3) 50 entries on the Puerto Rican experience, 4) 21 selected reading materials on the Chicano/Mexican American experience, 5) 23 resource and story books for children. An addendum lists some recommendations for book purchasing.

434. Perlman, Shirley. Books About Puerto Rico and Puerto Rican Children. New York, N.Y., Mobilization for Youth, 1963. 21p.

The first section contains a bibliography intended primarily for use with Puerto Rican children, both English and non-English speaking. Books in Spanish have also been included. The second section is a teacher's guide to using the bibliography within the curriculum.

435. Randolph, H. Helen. Urban Education 1963-1964: An Annotated Bibliography with a Supplement. New York, N.Y., Center for Urban Education, 1968. 86p.

For information on ethnic communities and the problem of culture conflict as it relates to Puerto Ricans, see pp. 40-42.

436. Sanchez, George I.; Putnam, Howard. Materials Relating to the Education of Spanish-Speaking People in the United States: An Annotated Bibliography. Latin American Studies XVII. Austin, University of Texas, Institute of Latin American Studies, 1959. 40p. ED 041 680.

Concerned primarily with the education of Spanish-speaking people in the U.S. who are of Mexican descent, this annotated bibliography will also be of value to those working with other Spanish-speaking people, Puerto Ricans. The list cites selected books, articles, monographs, bulletins, pamphlets, courses of study, bibliographies, and unpublished theses and dissertations written between 1923 and 1954. There are 882 entries, which are cross-referenced under 53 headings in the index.

437. Smith, Jessie Carney. Minorities in the United States: Guide to Resources. 1973. 133p. (Prepared for the Course L.S. 315, Bibliography of Minority Cultures, George Peabody College for Teachers, Nashville, Tenn., Peabody Library School.) ED 080 133.

The approach of this publication to the study of minority cultures is through an introduction to the literature of certain minority groups in the U.S.: native Americans, blacks, Chinese, Japanese, and Puerto Ricans. It is intended primarily as a guide for libraries, library school students, library schools, other educators, and other students who are interested in bibliographic and other resources for the study of various minorities.

438. Vivo, Paquita, Ed. The Puerto Ricans: An Annotated Bibliography. New York, R.R. Bowker Co., 1180 Avenue of the Americas, New York, N.Y. 10036.

This selected bibliography attempts to cover many diverse aspects of Puerto Rican life, including history, culture, education, music, science, social conditions, and many others. It covers the pre-Columbian era through contemporary political thought and economic development, as well as the entire spectrum of thinking on Puerto Rican affairs, especially political.

439. We Talk, You Listen: A Selected Bibliography. Personnel and Guidance Journal, 50 (2): 145-146, October 1971.

An adjunct to the articles contained in the same issue on ethnic groups, this bibliography is designed to assist readers, particularly counselors, in expanding their knowledge of such groups through readings by Chicanos, Indians and Puerto Ricans.

440. Wilgus, Karna S., Comp. Latin American Books: An Annotated Bibliography for High School and Colleges. New York, N.Y., Center for Inter-American Relations, 1974. 82p. (Document available from Center for Inter-American Relations, 680 Park Ave., New York, N.Y. 10021.)

This annotated bibliography citing 479 books on Latin America is a revised and updated version of the 1969 edition available as ED 509 120. Includes two new sections -- one on Puerto Rico and Puerto Ricans in the U.S., and one on Mexican Americans. Individual sections deal with general works, geography, history, art, music, literature, economics, politics, hemisphere relations, and sociology.

441. Zirkel, Perry Alan. A Bibliography of Materials in English and Spanish Relating to Puerto Rican Students. Conn., University of Hartford, Connecticut Migratory Children's Program, Hartford, 1971. 51p. ED 057 142.

The contents of this listing of materials, intended as resources for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as on the island, are organized into four sections: 1) books: Puerto Rican Culture in English, Puerto Rican Culture in Spanish, and Children's Fiction, 2) audiovisual materials: films, filmstrips, recordings, and others, 3) research studies, and 4) bibliographies.

442. Zirkel, Perry Alan, Comp. Puerto Rican Pupils: A Bibliography. Conn., University of Hartford, College of Education, West Hartford, Conn., 1973. 67p. ED 085 466.

The materials listed here are intended as a resource for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as those on the island. Contents include books, audiovisual materials, self-contained research studies, and periodical articles.

INDEX

Abramson, David, 36
Adler, Florence, 359
Ahumada, Isa, 284
American Institutes for Research in the Behavioral Sciences, 37
Anastasi, Anne, 38
Anderson, Virginia, 119
Anderson, Vivienne, 31
Antonovsky, Aaron, 236, 332
Aran, Kenneth, 25
Arnez, Nancy L., 39
Aspira, Inc., 1, 32, 230
Aun, Emil Michael, 2

Backner, Burton L., 40, 231
Badillo, Herman, 40
Bahn, Charles, 93
Barnes, Regina, 415
Barrett, Donald N., 391
Batelle, Ana, 197
Bayley, Nancy, 237
Beckenstein, Lewis, 40
Belfrom, Celia C., 120
Bendiner, Elmer, 238
Bengelsdorf, Winnie, 193
Berle, Elmer, 239
Berney, Tomi D., 121
Berry, Paul C., 381
Betances, Samuel, 41, 378
Bishops Committee for the Spanish Speaking, 240
Blair, George E., 194
Bondarin, Arley, 45
Bonilla, Eduardo Seda, 195, 379
Bonilla, Frank, 333
Boone, Sherle, 89
Bourne, Dorothy Dulles, 26
Bourne, James R., 26
Bram, Joseph, 334
Brand, Horst, 335
Bravo, Enrique R., 416
Brody, Eugene B., 241
Bucchioni, Eugene, 28, 34, 55, 56, 57, 216
Bureau of the Census (DOC), 360, 361
Butterer, Clifford E., 362

Cabranes, Jose A., 242
Carrero, Milagros, 214
Carton, Aaron S., 46
Casiano, Heriberto, 4
Castellanos, Diego, 47, 129
Center for Applied Linguistics, 417
Center for Field Research and School Services, N.Y.U. 92
Chenault, Lawrence R., 336
Chess, Stella, 337
Chicago Board of Education, 243
Chicago Public Schools, 189
Christensen, Edward W., 65
Cohen, Raquel E., 244
Cohen, S. Alan, 48, 182
Coleman, Joseph G., 215
Congress of the U.S., House Committee on the Judiciary, 245
Congress of the U.S., Senate Select Committee on Equal Educational Opportunity, 49
Connecticut State Department of Public Welfare, 338
Cook, Patricia, 125
Cooper, Paulette, 246
Cooper, Robert L., 121, 126, 144, 176
Cooperative Childrens Book Center, 418
Cordasco, Francesco (Frank M.), 27, 28, 34, 50, 51, 52, 53, 54, 55, 56, 57, 58, 127, 128, 129, 216, 247, 248, 249, 419 420
Covello, Leonard, 59, 60, 420
Cox, David L., 328
Cresce, Arthur, 363

D'Angelo, Rita, 191
David, Stephen, 396
deCastejon, Sandra, 24
deCintron, Celia F., 347
DeJesus, Cruz, 38
Delacorte, Albert P., 130
Delgado, Jose, 405
Del Toro, Maria, 234
De Nevi, Donald P., 228
Dentler, Robert A., 61

Department of Housing and Urban Development, 421
Department of Labor, Manpower Administration, Bureau of Apprenticeship & Training, 14
Department of Labor, Migration Division, 422
Development Associates Inc., 217
Dimitroff, Lillian, 131
Dispenziera, Angelo, 62,63
Dohen, Dorothy, 3
Dossick, Jesse J., 423

Edelman, Martin, 133
Education Service Center Region 13, 424
Ehrlich, Alan G., 134
Elam, Sophie L., 392
Elinson, Jack, 339
Emans, Robert L., 87
Employment Standards Administration Women's Bureau, 340
Epstein, Erwin H., 397
Equal Employment Opportunity Commission, 341

Falcon, Luis Nieves, 64
Farquhar, William W., 65
Feeley, Dorothy M., 218, 219, 220
Feldman, Leonard, 250
Fellows, Donald Keith, 30
Fennessey, James, 135
Fernandez, Edward W., 363, 369
Ferster, Lucian Edward, 393
Fertig, Sheldon, 136
Figueroa, Ramon, 137, 138
Findling, Joav, 139
Finocchiaro, Mary, 140
Fisch, Adele, 364
Fish, Cynthia, 66
Fishman, Joshua A., 4, 136, 141, 142,143,144,365
Fitzpatrick, Joseph P., 251, 252, 253, 254, 255,256,380
Fonfrias, Ernesto Juan, 406
Ford Foundation, 67
Freytes, Fanny, 68

Galatioto, Rocco G., 249
Gecas, Viktor, 258
Ghent, Henri, 5
Ginorio, Angela B., 381
Glazer, Nathan, 259,260,261
Glazier, Raymond A., 104
Golazeski, Clare T., 145
Goldberg, Gertrude S., 262
Goldblatt, Harold, 69, 70
Gonzalez, Agustin, 263
Goodman, Harvey, 78
Gordon, Edmund, 262, 425
Gottlieb, David, 264
Gould, Robert E., 256
Great Cities Program for School Improvement, 71
Greene, John F., 72, 181, 265,266
Greene, Mary Frances, 73
Greenstein, Raymond, 74
Gross, Mary Anne, 75
Guerra, Emilio L., 146
Guggenheim, Fred, 36

Haller, Elizabeth S., 426
Handlin, Oscar, 267, 268
Harrington, Michael, 269
Hawkridge, David G., 190
Heinsohn, Annie L., 264
Hendricks, Glen L., 270
Henriques, Fernando, 271
Hentoff, Nat, 272
Herrera, Diane,427
Hertzig, Margaret E., 76
Hess, Richard T., 147, 148
Heistand, Dale L., 342
Hill, Marnesba D., 428
Hillsman, Sally Turnbull, 343
Hillson, Maurie, 344
Hoboken Board of Education, 273, 274
Hodell, Louise, 77
Hoffman, Paul, 119
Hopkins, Lee Bennett, 429
Horner, Vivian M., 153
Horowitz, Irving Louis, 275
Howard, John R. 276
Huzar, Helen, 149

Ianni, Francis A.J., 277
Imhoff, Maurice I., 150

Jablonsky, Adelaide, 430
Jacobson, Sally, 21
Jenkins, Mary, 152
John, Vera P., 153
Johnson, Kenneth R., 221
Jones, Isham B., 278
Joseph, Stephen M., 222
Justman, Joseph, 364

Katz, Ruth, 78
Kantrowitz, Nathan, 345, 346, 366, 382
King, John B., 79, 154
King, Lourdes Miranda, 279
Klopf, Gordon J., 383
Kramer, Michael S., 398
Kuschman, William E., 280

Labov, William, 183,184,185
Lane, James B., 281
Laosa, Luis M., 80
Laster, Israel A., 383
Lee, Calvin B.T., 81
Levine, Barry, 347
Levy, Mark R., 398
Lewis, Horacio D., 82
Lewis, Oscar, 282,283,348
Lewis de Galanes, Adriana, 6
Liebman, Arthur, 399
Longres, John, 35
Lopez, Adalberto, 223
Lopez, Alfredo, 400
Lopez, William, 7
Lopez-Ferrer, Edgardo, 8
Lopez-Santiago, Andres, 9
Lorwin, Lewis L., 332
Lucas, Isidro, 83, 407
Luckett, JoLeigh, 263
Lyford, Joseph P., 349

Madeira, Eugene L., 84
Maldonado-Denis, Manuel, 401
Mallett, Roy D., 13
Manaster, Guy J., 284
Margano, James F., 85
Manpower Administration, Bureau of Apprenticeship and Training, Dept. of Labor, 14
Mapp, Edward, 285
Marcos, Luis R., 15
Margolis, Richard J., 86
Marie, Sister Thomas, 286
Marsico, Ann S., 95
Martinez, Emiliano, 408, 409
Maslow, Will, 384
Massachusetts State Advisory Committee to U.S.Commission on Civil Rights, 350
Mattleman, Marciene S., 87
Mayerson, Charlotte Leon, 287
McCabe, Alice R., 11
McFeely,Thomas F., 12
Megenny, William W., 385
Mellado, Ramon, 16
Menacker, Julius, 232
Meyer, June, 386
Miller, Harry L., 88
Mills, C. Wright, 288
Mizio, Emelicia, 387
Mobilization for Youth, Inc., 431
Monserrat, Joseph, 290, 291, 292,388
Montare, Alberto, 89
Moore, G.Alexander, 224
Moore, Barrington, Jr., 293
Morris High School, 90
Morrison, J. Cayce, 91
Moynihan, Daniel P., 261
Murphy, Betty, 294
Myers, George C., 295

Nash, Rose, 155
New York City Board of Education, 33, 42, 43, 44, 122, 123, 124, 198 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 225, 227, 296
New York City Board of Education, Bilingual Resource Center, 156, 157, 158, 159, 160, 161, 226
New York City Board of Education, Bureau of Educational Program Research and Statistics, 367
New York City Council Against Poverty, 17
New York City Education Department, Division of General Education, 162,
New York Public Library, 432
New York State Education Department, 29, 196
New York State Education Department, Bureau of Statistical Services, 368

New York State Education Department Division of Research, 389
New York University, 18
New York University, Center for Field Research and School Services, 92
Nielson, Keith E., 297
Nunez, Louis, 93
Nuttall, Robert L., 94, 302, 351

Office of Education (DHEW) Division of Compensatory Education, 163
Older, Edith, 186
Olivero, Carmen Garcia, 298
Ortiz, Ana Marie, 433
Ortiz, Rita, 352
Overlan, S. Francis, 164

Padilla, Elena, 394
Pallone, Nathaniel J., 299
Pappenfort, Donnell M., 366
Pennsylvania State Advisory Committee to the U.S. Commission on Civil Rights, 300
Pennsylvania State Department of Instruction, 301
Pepe, Helene, 132
Perks, Dora M., 95
Perlman, Shirley, 434
Perutti, Louis, 96
Poggio, John P., 302
Pollack, Erwin, 232
Ponce, Carlos, 97
Powell, Lafayette, 97
Preble, Edward, 303
Pritchett, V.S., 304
Puerto Rican Community Development Project Inc., 19,22,305
Puerto Rican Congress of New Jersey, 98
Puerto Rican Family Institute, 306
Puerto Rican Forum Inc., 20, 166, 167, 353
Puerto Rican State Department of Education, 308
Putman, Howard, 436

Raisner, Arnold, 99
Ramirez de Arellano, Diana, 410
Randolph, H. Helen, 435
Rangel, Diego, 169
Rempson, Joe L., 100
Renek, Morris, 309
Rich, Leslie, 168
Rivera, Marie, 233
Roberts, Joan I., 101
Rodgers, Ron, 169
Rodriquez, Armando, 170
Rodriquez, Clara, 310,354,390
Rodrigez, Felicita, 413
Rogler, Lloyd H., 395
Roman, Melvin, 21
Rosenberg, Terry J., 355
Rothman, Jack, 403
Rubinstein, Annette T., 102
Rustin, Stanley L., 234
Ryan, Orletta, 73
Ryson, Cyril, 69,70

Safa, Helen I., 356
Sanchez, George I., 436
San Diego City Schools, 411
Sanjur, D., 311
Santiago, Jorge, 412
Saville-Troike, Muriel, 171
Scott, Joseph W., 312
Seda, Eduardo, 172, 313
Senate Select Committee on Equal Educational Opportunity, Congress of the U.S., 49
Senior, Clarence, 314, 315
Seraile, Elmore J., 369
Sexton, Patricia Cayo, 103,316,317
Sheldon, Eleanor B., 104
Sheldon, William, 187
Shore, Marietta Saravia, 9,138,148
Siegel, Arthur I., 319
Silva, Milton N., 235
Silverman, Stuart H., 175
Smiley, Marjorie B., 88
Smith, Jessie Carney, 437
Soares, Anthony T., 105, 106
Soares, Louise M., 105, 106
Spence, Raquel, 413
Stabb, Martin S., 173
Stein, Annie, 192
Stone, James C., 228
Suter, Larry E., 370
Suttles, Gerald D., 318

Tannenbaum, Abraham J.,
23, 109, 188
Terry, Charles E., 176
Thomas, Alexander, 110,111
Thomas, Piri, 320
Thomas, Sister Marie, 321
Tirado, Moises, 74
Tovar, Federico Ribes, 414
Towne, Richard C., 85
Trejo, Arnulfo, 112

U.S. Bureau of Labor Statistics,
371,373,374,375,376,377
U.S.Bureau of Labor Statistics,
Middle Atlantic Regional
Office, 372

Vazquez, Hector I., 113
Villarongo, Marion, 114
Vivo, Paquita, 438

Wakefield, Dan, 322
Wall, Muriel, 229
Walsh, John F., 191
Washabaugh, Bill, 115
Webster, Staten N., 323
Weissman, Harold H., 324, 358
Wheeler, Barbara A., 215
Wilgus, Karna S., 440
Wilkerson, Doxey A., 116, 325
Williams, George, 177
Wolff, Max, 192, 326
Wolfram, Walt, 178, 327
Wozny, Cecilia D., 328
Wright, Lawrence, 179

Yurchenco, Henrietta, 329

Zirkel, Perry Alan, 24, 72, 117,
180, 181, 265, 266, 330, 331,
441, 442
Zucaro, Blase John, 118

DOCUMENT AVAILABILITY

To order copies of those documents cited in this bibliography with ED identification numbers, please follow these instructions :

1. All orders must be in writing, prepaid or accompanied by an official purchase order.

2. Orders must state ED numbers, type of reproduction (microfiche or paper copy) and number of copies desired.

   Microfiche: 4 x 6 inch sheets of film, each sheet containing up to 96 8-1/2 x 11 inch pages and requiring special readers to enlarge print.

   Paper copy: a paper photocopy or facsimile of the original document.

3. Order from :

   ERIC Document Reproduction Service (EDRS)
   P. O. Box 190
   Arlington, Virginia 22210

Unit Price Schedule

Microfiche (MF)

Number Fiche Each ED #	Price
1 to 5	$0.76
6	.92
7	1.08
8	1.23
Each additional microfiche	.158*

**Postage: $.18 for up to 60 microfiche
.08 for each additional 60 fiche

Paper Copy (HC)

Number Pages Each Ed #	Price
1 to 25	$1.58
26 to 50	1.95
51 to 75	3.32
76 to 100	4.43
Each additional 25 pages	1.27

**Postage: $.18 for first 60 pages
.08 for each additional 60 pages

*Total price should be rounded to nearest cent
**Price for priority shipment available upon request; foreign postage extra